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ABSTRACT

This journal is a monthly publication of the Japan Association for Language Teaching (JALT), a nonprofit professional organization of language teachers dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. Each issue of the journal contains several sections and departments: feature articles; opinions and perspectives; net nuggets; my share (where teachers share some of their most successful and innovative teaching techniques and classroom activities); JALT undercover (a survey of some of the latest developments in the field of language teaching and learning); and JALT departments, which includes news, book reviews, items recently received, a bulletin board, events of national significance, JALT chapter reports and meetings, a conference calendar, a job information center with a listing of positions, and an advertiser index. (KFT)

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Bill Lee, Editor

Volume 23, Numbers 1-12

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5 Introduction

feature articles

9 Functional Grammar, Register and Genre Theory in the Language Classroom: An Interview with James Robert Martin
by Nathan Edwards

11 Beyond the Sentence: Finding a Balance Between Bottom-Up and Top-Down Reading Approaches
by Pádraic Frehan

15 Local Area Networks: Online Communication in the Japanese EFL Classroom
by Phillip Markley & John Herbert

19 Questionnaire Construction and Classroom Research
by Dale T. Griffee

23 Illegal Drug Issues in the Classroom
by Kyoko Yamada

27 Comparative Cultures Course: Education in Ten Countries
by Carol Browning, Kawagishi Masako, & Seto Haruko

32 米国大学に在籍する日本人留学生の学習意識：電子メールを活用した調査報告
梅田 肇
(Cross-Cultural Questions in Academic Studies: Japanese Students Working on Degrees at American Universities, *by Hajime Umeda*)

report

37 1998 TESOL Russia—Far East International Conference
by Stephen Ryan

a chapter in your life

39 Toyohashi

my share

41 The Poster Preview Task
by Keith Ford
42 Jigsaw Crossword Puzzles for Conversation Management and Lexical Review
by Keith Lane with Roberta Golliher
43 Pass It On: A Flexible Activity
by Stu Ruttan

JALT news special

45 Standing Committee on Employment Practices: Report from the JALT President
by Gene van Troyer

departments

47 Book Reviews
49 Recently Received
49 JALT News
51 Bulletin Board
53 Of National SIGnificance
55 Chapter Reports
57 Chapter Meetings
59 Conference Calendar
61 Job Information Center/Positions
21 Authors
63 Advertiser Index

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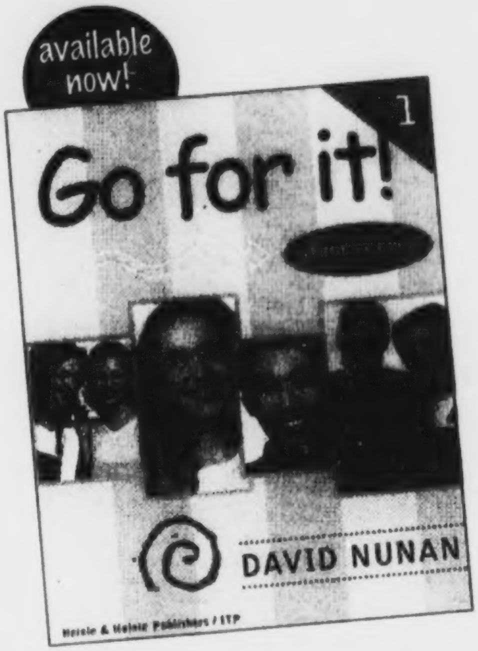

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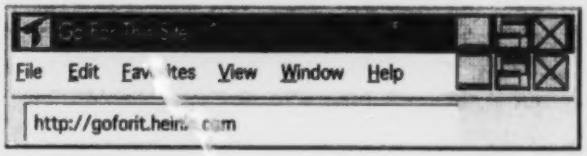

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The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

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English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Bill Lee.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

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Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in TLT are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. TLT will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

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Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

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Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

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In addition to *The Language Teacher*, JALT offers the following forums in which to volunteer and publish: *JALT Journal, JALT Applied Materials, JALT Conference Proceedings* (in conjunction with conference publications).

JALT Journal, the research journal of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*), welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian, and international contexts. Contributions should provide readers with a link between theoretical and practical issues, especially those addressing current concerns in pedagogy, methods, and applied linguistics. Articles should be written with a general audience of language educators in mind, with statistical techniques and unfamiliar terms clearly explained or defined.

Detailed guidelines are available from Sandra Fotos, *JALT Journal* Editor: Senshu University, 2-1-1 Higashi Mita, Tama-ku, Kawasaki, Kanagawa 214-0033

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JALT Applied Materials is targeted at improving the quality of research and academic writing in Japan and Asia by publishing collections of articles on subjects of interest to classroom teachers which are theoretically grounded, reader-friendly and classroom oriented. In the series thus far are Language Testing in Japan edited by James Dean Brown and Sayako Yamashita; and Classroom Teachers and Classroom Research edited by Dale T. Griffee and David Nunan.

For additional information on *JALT Applied Materials* contact:
Dale T. Griffee, Series Editor: Seigakuin University, 1-1 Tosaki, Ageo-shi, Saitama-ken 362-0053

JALT Conference Proceedings offers presenters at the annual International JALT Conference on Language Teaching/ Learning a forum to publish papers on their presentations.

The Language Teacher
In addition to feature articles, TLT welcomes contributions to our occasional columns:
Educational Innovations
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The Language Teacher Recruitment Policy

To make staff positions widely available and to encourage as many candidates as possible, *The Language Teacher* will now recruit staff continuously. We encourage readers with interests in editing and publishing—experienced and inexperienced alike—to send a letter indicating those interests and availability, along with supporting material to William Acton, Publications Board Chair. As a staff position becomes vacant, the Publications Board will review the pool of applicants (including current staff members) and offer the position to the best-qualified willing candidates in succession, until the vacancy is filled.

Staffing *The Language Teacher* mandates frequent recruitment and rapid promotion: to provide opportunities for professional development to as many members as possible, to distribute the work load reasonably, and to serve readers with as large and as well-qualified a staff as we can.

Consequently, filling vacancies through promotion often creates further vacancies. Moreover, positions often become vacant unexpectedly. *TLT* can ensure the fairest selection among the best-qualified candidates by recruiting ahead of time. Successful applicants can thus expect, regardless of entry position, a variety of experiences in editing and publishing appropriate to their interests, aptitudes, and commitment.

The Language Teacher will continue to announce all regular vacancies as they are anticipated and the Publications Board will consider candidates from both the pool of prior applicants and those who apply specifically for advertised positions.

Applications should be addressed to:
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Introduction

Since last year, nearly all of the work of editing, compiling, and proofreading *TLT* has been transferred from phone, fax, and postal mail to e-mail. As a result of these efforts, we been able to cut production costs significantly and we hope, produce a more professional looking, cutting edge publication.

Thanks to the work of our staff translators and editors (see their names on page 3), we have also been able to provide readers with articles, news, and information in both English and Japanese. To continue this trend, the more bilingual support we can get from contributors and volunteers, the more we can provide you. We welcome, and urge you to contribute announcements, reports, opinion pieces, and letters in Japanese as well as in English. Help *TLT* continue to be a cutting edge publication with your contributions.

Our web page, faithfully maintained by **Bob Gettings,** offers a regular sampling of *TLT*'s pages to online readers and potential subscribers. If you haven't paid it a visit, you'll be impressed when you do. Find it at: <http://langue.hyper.chubu.ac.jp/jalt/pub/tlt>. *TLT* online is another reason for readers to be proud of *TLT* as a cutting edge publication.

Our first issue of 1999 opens with an interview by **Nathan Edwards** of **J. R. Martin,** a leading researcher in the field of register and genre theory and its practical applications to teacher training and curriculum design. Martin shares his views on functional grammar in the classroom. The next article, by **Pádraic Frehan,** discusses the roles of background knowledge and prediction skills in improving reading skills. **Phillip Markley** and **John Herbert** introduce their work with Local Area Networks (LANs), in which entire writing classes take part in real-time conferences.

In response to concerns over the misuse of questionnaires in research being conducted by classroom teachers and others in Japan, **Dale T. Griffee** has contributed an article which introduces basic procedures for constructing questionnaires that are in at least some ways valid and reliable.

Kyoko Yamada presents her high school English language classroom curriculum which addresses illegal drug issues in Japan and abroad.

Carol Browning, Kawagishi Masako, and **Seto Haruko** introduce their year-long university course which examines ten world cultures. They present a number of activities they use in class and include a list of the materials they have found to be successful.

Our Japanese language feature article this month by **Umeda Hajime** reports the results of a research study of Japanese students in regular academic programs at American universities and their attitudes toward their studies.

Finally, **Stephen Ryan** reports on the 1998 TESOL Russia—Far East International Conference, held in September in Khabarovsk, Russia.

Next month, we bring you a special issue of *TLT* on the topic of World Citizenship, guest edited by **Michael Higgins.**

Laura MacGregor, Editor

昨年来、私たちはTLTのほとんどの編集、校正の作業を、電話、ファクス、郵便を介したものから、e-mailを使ったものへと変えてきました。これにより、私たちは明らかに編集コストを削減することができました。今後もさらにTLTをより専門的で、かつ最先端の出版物にしていこうと考えています。

翻訳、そして編集に携わってくれたスタッフのおかげで、私たちは論文、ニュース、インフォメーションなどを英語と日本語で読者の皆さんに提供することができるようになりました。この編集方針を続けるためには、バイリンガルによる編集をサポートしてくださる皆さんの助力が今以上に必要であり、それが得られれば、さらに多くのものを読者の皆さんに提供することが可能となります。私たちは、英語同様、皆さんからの日本語によるお知らせ、レポート、意見や手紙を歓迎いたします。TLTが最先端の出版物でありつづけるために、是非ご協力ください。

Bob Gettingsにより維持運営されているWebページでは、オンラインでの読者及び将来の購読者のために、TLTのサンプルを掲載しています。まだ、ご覧になっていない方は、<http://langue.hyper.chubu.ac.jp/jalt/pub/tlt>にて、是非ご覧ください。きっと皆さんの脳裏に焼き付くものとなるでしょう。同時に、TLTをWebで公開しているということは、皆さんにTLTが最先端の出版物であると印象づける理由ともなるのではないでしょうか。

1999年の最初の号は、Nathan Edwardsによるレジスターとジャンル理論の第一人者であり、同時にそれを教師教育とカリキュラムデザインに応用しているJ. R. Martinのインタビューで始まります。彼は教室における機能文法観について述べています。次のPadraic Frehanの記事では、読解技能を向上させるための背景知識と予想能力の役割について議論をしています。Phillip MarkleyとJohn Herberはローカルネットワーク(LAN)を用いて、作文のクラスでリアルタイムな議論を行う試みについて紹介しています。Dale T. Griffeeは、教師などによって日本で実施されているアンケート調査の誤用について言及し、妥当性と信頼性を上げるいくつかの方法を用いて、アンケート調査を計画する基本的な手続きについて述べています。Kyoko Yamadaは日本および海外における不法な薬物問題に焦点を当てた彼女の高校の英語教育カリキュラムを紹介しています。Carol Browning、川岸雅子、瀬戸晴子は１０の文化を検証する１年単位の大学コースについて紹介しています。記事では、彼らが使用し成功した教材のリストを含め、教室で使用する数多くの活動を紹介しています。

梅田肇の日本語論文では、米国の大学における正規プログラムでの日本人学習者及び彼らの学習に対する態度についての調査結果を報告しています。

最後に、Stephen Ryanが9月にロシアのハバロフスクで行われた1998 TESOL Russia—極東国際会議—について報告しています。

来月はMichael Higginsをゲスト編集者に迎え、World Citizenshipを特集いたします。

編集者: ローラ・マクレガー（抄訳: 衣川隆生)

The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and.techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

Note: TLT *follows the recommendation of the* Japan style sheet *that Japanese names be given in traditional order, surname first. This convention is occasionally reversed, at the author's request. For more information, see* Japan style sheet: The SWET guide for writers, editors, and translators *(pp. 33-36). Berkeley, CA: Stone Bridge Press. ISBN 1-880656-30-2.*

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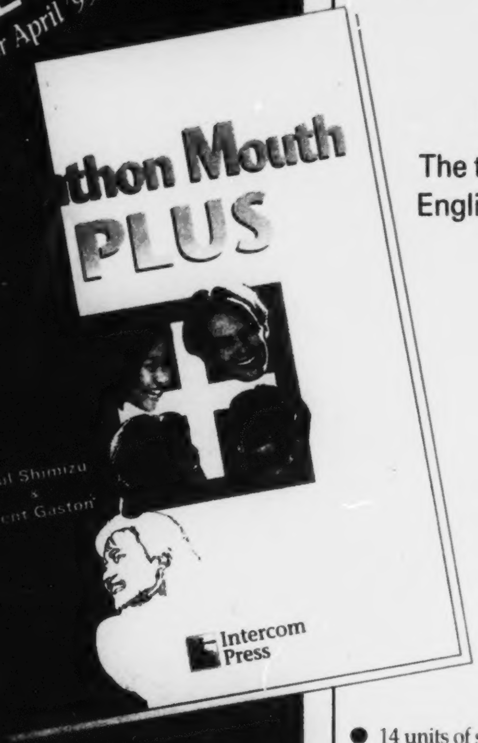

CONTENTS

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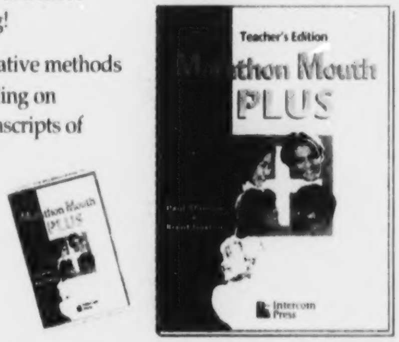

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Better Grass-Roots Communication

Recently on the SIGNIF listserver, there was an extensive discussion of "Proposition 9," a proposal for offering new members different options for joining JALT: a national membership only, national plus chapter, or plus one gratis NSIG group, etc.

I think this is an important issue: I also think it's important that all JALT members know about it and know it's under discussion, preferably before any decisions are made.

Is it possible to have the issue and the proposals concisely and clearly laid out in a not too distant edition of *The Language Teacher*? As far as I know, this is the only medium of communication that reaches all JALT members. Not all JALT members have email or have joined the JALT discussion lists. Not all JALT members can attend the conference or the AGM.

If a channel could also be provided for grass-roots members to make their feelings known, members would feel encouraged to participate. JALT needs to actively seek input from as many members as possible so that any decisions on subjects of such importance are well-informed and objective.

On the issue itself, I think that JALT can be flexible in meeting the needs of its membership and that providing different membership options would be a positive step. I would like the option of having my primary membership go to a SIG.

Chris Doye, Materials Writers NSIG

TLT *is eager to play a role in informing the membership of JALT issues affecting them. Some members may not know that these issues are covered in the Jalt Executives Newsletter (JENL), which they may now obtain online at http://www.seafolk.ne.jp/kqjalt/jenl.html as well as from their chapter officers. Those who are online and wish to observe or participate in the JALT email list discussions that eventually result in JENL issues should consult their chapter or NSIG officers about joining. To keep off-line members as up to date as possible,* TLT *is currently looking for stringers to summarize online discussions for our JALT News column. If interested, please contact the editor. Unfortunately offline members are at a disadvantage in many ways. For example, the process of submitting, reviewing, revising, and editing* TLT *manuscripts is so much easier for online contributors that they outnumber offline contributors considerably. Moreover, ease of online communication tends to keep online members in touch with one another and isolated from the offline membership. We hope this letters forum will help redress some imbalances in communication and hope readers will send in suggestions for other remedies.*

ESP: Some caveats

Thanks for your ESP issue, which highlights the importance of this approach to our situation here. However, many foreign teachers may find their ESP proposals viewed with suspicion. This is not because of ESP, but rather, because of the current curriculum reforms.

After WWII, the university system had 3-4 semesters of general education, after which the students moved to their individual faculties. Thus, a general education faculty (*kyouyoubu*) arose. This all changed with the recent curriculum reforms, ordering schools to reorganize these faculties. Most did so by merely renaming their Kyouyoubu with trendy names. These departments are trying to stay independent, but other faculties, both seeing the advantage of ESP and wanting more direct control over the curriculum, want to break up these departments and have the affiliated faculty reassigned. The faculty are unhappy about this, not only because of the loss of prestige, but also because they will become lone English teachers in science faculties, for example.

It is against this background that all curriculum recommendations are made. Thus, many faculty viewing ESP as an attempt to disband general education, react violently when it is proposed. At Hokudai, the foreign faculty members' work in ESP (Glick, Holst and Tomei, 1998(1) and Glick, Holst and Tomei, 1998(2)) has gone on largely without the support of the majority of the Japanese faculty.

This is generally true in multi-faculty universities. In single faculty schools, (e.g., medical schools) teachers can easily see the increased motivation that ESP can bring and view these proposals as worthwhile.

Thus, foreign faculty, already in a precarious position concerning renewal of contracts, should carefully evaluate the way an ESP proposal is taken by other faculty members. Caveat magister!

Joseph Tomei, Kumamoto Gakuen Daigaku

References

Glick, C., Holst, M., and Tomei , J. (1998). Project work for selected faculties. *Language and Culture, 34*, 41-53.

Glick, C., Holst, M., and Tomei , J. (1998). English communication skills for Japanese medical students. *Journal of Higher Education, 4*, 40-44.

It was with interest that I read the article on ESP by Thomas Simmons in the November *TLT*.

I can fully appreciate that Mr. Simmons was trying to clarify some of the more "obscure" terms used in the field for general readers of *TLT*. Unfortunately, in trying to be so kind, he occasionally runs the risk of appearing to be a little condescending. For example, do we really need to be informed that "Genre," which he tells us "are specific and complete communication acts," have "a beginning, a middle, and an end," or that the category "expository" concerns "explanation"? Moreover, I wouldn't be at all surprised to learn that most readers of *TLT* are aware that "semantics" has something to do with "word meaning."

Sincerely,

Colin Sloss, Kanazawa Chapter, J/S High N-SIG

November 1998 ESP Special Issue Editor Thomas Simmons responds: *I appreciate the time Joseph Tomei took to compose his answer. It constitutes a constructive contribution necessary for further work in this area. I am already circulating this missive among others who are familiar with the education systems in Japan and hope to have a comprehensive response in the future.*

To Colin Sloss: In compiling the issue, I knew it was necessary to meet many people at very different places in their understanding of the issues involved. JALT is a teachers' organisation and not devoted to the academic papers that many of us have read in years past and then laid aside as we concern ourselves with the duties and complexities of teaching. It is not really possible to know where everyone is at any one point in time. My conversations with literally thousands of teachers in the past 12 years have made it clear to me that I should not assume too much background information. "Genre," for example, is a word that has been significantly altered in applied linguistics from what it traditionally means in mainstream studies in literature. Starting simple and working to the complex was, in my estimation, the best approach for JALT. In this way, I run less of a risk of leaving any one behind in the discussion.

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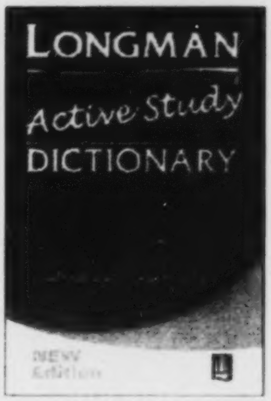

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Thank you to everyone for participating in the drawings!

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Functional Grammar, Register, and Genre Theory in the Language Classroom: An Interview with James Robert Martin

Nathan Edwards
Tokyo YMCA College of English

J. R. Martin is a lecturer in the Linguistics Department at the University of Sydney, Australia and is internationally recognized as a leading researcher in the field of Register and Genre Theory and its practical applications in both teacher training and curriculum design. He has also worked closely with the linguist and founder of functional grammar, M. A. K. Halliday. Professor Martin shared his expertise and experience in the field of applied linguistics in a recent interview for *The Language Teacher.*

Professor Martin, could you explain for our readers what is meant by functional grammar and outline some of the key concepts involved?

The main objective of a functional grammar is to explain language in terms of what people do with it, how they use the language to live. It tries to do that by adopting more of a semantic and pragmatic orientation inside the grammar. It does not see semantics and pragmatics as extra levels of organization but sees them as integral to the organization of the grammar. The way in which Halliday has handled this is to say that the grammar of all human languages is organized with respect to three purposes or three different types of meaning, and he refers to these as metafunctions.

Could you please describe these metafunctions?

These are highly generalized functional orientations to meaning in the grammar. One is called *interpersonal meaning* and that has to do with the speaker's resources for interacting in dialogue and for expressing his or her opinions and attitudes. The second dimension, which he calls *ideational meaning,* involves grammatical resources for constructing peoples' theories of experience and how people construct reality in ways that seem natural to them. The third function is the *textual meaning,* which he calls the "information flow management function," having to do with the problem of organizing what you have to say with respect to what you've said and what you're going to say, and making what you've said relevant to the context in which you're speaking. So it's a kind of management function, I suppose, that you encode into interpersonal and ideational meaning. The textual meaning manages ideational and interpersonal meaning and distributes them into a flow of information that's digestible.

What is distinctive about the organization of functional grammar?

I think the notion of looking at the clause or the nominal group or any different part of the grammar from three points of view and asking what it's doing interpersonally, textually, and ideationally is what is distinctive about the organization of functional grammar.

What is meant by register *and* genre *and how are they related to functional grammar?*

The register of a text is defined in terms of the three register variables of *field* (the topic of an activity or ideational meaning), *mode* (the role of language or textual meaning) and *tenor* (the power and solidarity relations between speakers or interpersonal meaning). The level that we refer to as genre deals with how the grammar can be related to the higher levels of discourse such as narratives and expositions. I think that the strength of a functional grammar is that it looks at grammar from the point of view of meaning, and so the grammar gives you quite a nice semantic and pragmatic interpretation of what's going on in the discourse. Then you can begin to think about other discourse considerations. You can think of what a narrative is or what an exposition is—as bundles of meaning, particular configurations of grammatical choices that people recurrently use in the culture in order to get certain kinds of work done. So in terms of first getting into functional grammar, the notion of genre, the culturally specific order of actions (greetings, requests, etc.) used by participants to complete certain tasks such as purchasing something in a service encounter, is the easy way in for teachers. Functional grammar can then be used to examine register sentence by sentence as you work through a text, analyzing and labelling the field, mode, and tenor. Texts written in the same genre, for example that of a scientific report, may show some variation in the sequence of stages and register.

Could you please summarise both the origin and development of functional grammar?

Halliday first worked on Chinese and he is often accused of making English look like Chinese. He is a scholar of Chinese in the first instance—he studied and worked in China. He was trained by a Chinese linguist, Wang Li and was also a student of J. R. Firth, the first major distinctive British linguist, the founder of the London School, and the first professor of linguistics in Britain. Halliday's inspiration comes from him.

Halliday was also influenced by various European scholars such as the Prague School, and the Danish linguist, Hjelmslev. So there are some cross-cultural influences in his work. Firth was mainly a phonologist; since Halliday was mainly a grammarian, you can say that he developed Firth's ideas in his description of grammar. As a member of the third generation of scholars in this tradition, we are moving on into discourse beyond grammar, and looking at discourse and context relations.

In my own students you can see developments in terms of work across languages and specialized studies in different registers of English. The whole area of evaluation is also quite exciting: the study of speakers' opinions and attitudes, and their subjective intrusion into what they say.

What advice would you give those interested in developing a functional grammar for analysing the Japanese language?

There's been quite a lot of work done, including a very recent outstanding thesis by Kazuhiro Teruya (1998), which is a detailed grammar of Japanese. He has presented Japanese in functional terms the way native speakers use the language. I think you could say it's even more detailed than Halliday's (1994) grammar of English!

Could you please describe the current state of research into different languages?

The challenge in this kind of work is to not simply interpret other languages as a version of English. We've suffered in linguistics for centuries, everyone treating languages as if they were some version of Latin. Now it's English that holds sway. I think it's very exciting that we now have systemic functional descriptions of so many languages. We have descriptions of two Aboriginal languages in Australia: Gooniyandi and Pitjantjatjara. I've worked myself on Tagalog, the major language in the Philippines (Martin, 1981; 1983; 1985; 1986; 1996). There are descriptions of German, French, Finnish, and Indian languages such as Urdu. It's quite an exciting period for work across different languages.

Please relate and evaluate your own experience training ESL/EFL teachers in the use of functional grammar in the classroom. What kind of feedback have you received?

I think that the teachers I've worked with here [in Australia] generally have a semantic orientation. They've been influenced by communicative language teaching and the functional-notional syllabus. The question is how to give that something that has some teeth so you can manage it and put it to work. My experience is that coming in at the level of genre in terms of the global social purpose of texts and recognizing different text genres, recognizing the kind of staging that genres have is a very useful way in. It allows the teachers to relate to the needs of their students in terms of social purpose—what kinds of genres do these students need to manage. The students have to be handling meaning, dealing with whole texts.

We've had a lot of success at that level across all sectors of education: primary, secondary, tertiary, adult education, second language teaching. However, here in Australia when it comes to the grammar, the functional grammar itself which supports the genre teaching, it's much more of a struggle. The current generation of teachers in Australia has been trained in such a way that they have perhaps no knowledge of grammar whatsoever. They may even have been taught that knowledge of grammar is of no use to them, that a knowledge of grammar gets in the way of students' learning. I think that's nonsense. It's been proven to be nonsense (Williams, 1998a). Without a grammar base you're starting from "zero." However, the attitudes of teachers change once they become involved with the work and see the results.

How can functional grammar and an understanding of register and genre be applied to everyday classroom language teaching?

I've tried to show the critical role that literacy plays in learning science, history, economics, etc. Models have to be provided and most students need help in learning them. Some kind of needs-based assessment is necessary in terms of what the students need to learn in English, genres students have to learn, and the expectations of the curriculum. Every subject area has specialized genres that it uses and there may be quite different parts of the grammar that are highlighted. For example, in science we find reports and explanations featuring identifying clauses used to define technical terms; in history on the other hand there are very few technical terms, and history genres featuring action processes are used to chronicle events and relate causes to effects (see Christie & Martin, 1997; Martin & Veel, 1998). There are also vast differences between written and spoken English. Halliday's done a lot of work looking at the use of nominalized English in scientific discourse (Halliday & Martin, 1993).

The genres identified by the students should be ranked in terms of priority in a needs assessment. Careful thought should be given to how these genres can be modeled for the students. Teachers need some support and assistance from linguists familiar with Halliday's work—someone with experience to go in on and off over a period of a few weeks to work with the teacher in the classroom. That gives them the confidence to re-orient what they're doing. Adequate funding is crucial in order to make a systemic change in the way language is taught in the school system.

I also favour what's called front-loading in the curriculum. You make very clear to the students what the goals and objectives are and provide very good models of what you expect the students to be doing. I find a lot of teachers are reluctant to provide models and the students are left continually searching for what it is they are supposed to be doing. There is also an im-

Interview, cont'd on p. 14.

Pádraic Frehan
The British Council Tokyo

Beyond the Sentence:

Finding a Balance Between Bottom-Up and Top-Down Reading Approaches

This paper argues that drawing students' attention to the advantages of activating their background knowledge and helping them to activate and start developing their prediction skills, both at the pre-reading stage and during reading of a text, can help them develop into more effective readers.

The students who were the subjects of this study were already capable of utilizing bottom-up processing skills acquired in past learning environments but were deficient in, or unaware of, the benefits of utilizing top-down skills. Since they consistently used a word-for-word text approach, I decided to focus on the top-down skills of predicting and activating background knowledge in order to provide them with a wider range of skills when reading a text. I will demonstrate that, when provided with alternative approaches, students are capable of processing a text more efficiently. Evidence will be based on written feedback from the participants and observations of what occurred during the study, which took place during one three-hour lesson at The British Council English School Tokyo. The retrospective written work was submitted by the students the week following the study.

日本でリーディングを教える際の最も一般的な方法は、学習者が注意を払うべき最大のユニットがセンテンスレベルである、データを駆使したボトムアップアプローチである。この分野で指導的立場にある研究者が指摘しているように、このアプローチは、学習者の総合的読解力の大事な要素の一つになっている。しかし、学習者が優れた英語の読解力を身につけるためには、ボトムアップのスキルだけでは十分だとはいえない。本論では、英国大使館英語学校東京校の学生を例にとって、トップダウン(概念-駆使)のリーディングスキルに学習者の注意を向け、またその練習をし、さらにそれをすでに学習済みのボトムアップスキルと一体化することで、さらに有能な読者になることができるという事を示している。本論では、学習者がこの二つのスキルをバランスよく使えるようなリーディングの相互作用モデル(interactive model of reading)を提案している。

The Reading Process

A brief synopsis

The last four decades have seen the emergence of three reading models. In the *bottom-up* (data-driven) reading process, the reader decodes, letter-by-letter, word-by-word the written symbols in the text and then reassembles the pieces to form meaning. However, this process creates problems such as fragmentation and memory overload because the reader attempts to store too many separate pieces of information without any higher-order relationship between them (Carrell, 1988b). Despite these deficiencies, the bottom-up approach has remained popular in the teaching of reading in Japan (Kitao & Kitao, 1995).

The second model, the *top-down* (concept-driven) reading process, arose out of psycholinguistic research by such scholars as Goodman (1971) and Smith (1971). In this model, the efficient reader does not need to use all of the textual cues (Carrell, 1988a). Goodman (1971) described reading as a "psycholinguistic guessing game" (p. 135) and later wrote that the better the reader is able to make correct predictions, the less confirming via the text is necessary (Goodman, 1973, in Carrell, 1988a).

The third model is the *interactive* processing approach, developed in response to the deficiencies of both bottom-up and top-down approaches. In this model interaction refers to the constant interaction between bottom-up and top-down processing skills (Eskey, 1988).

Stanovich's (1980) *interactive-compensatory* model deals with the shortcomings of both approaches. The bottom-up model assumes background knowledge cannot be activated before lower level decoding while the top-down model does not allow lower level processes to influence or direct higher level ones. The basic premise of Stanovich's model is that reading involves an "array of processes" (Grabe, 1988, p. 61). Therefore, a reader who is weak in one particular skill area will compensate by bringing into effect other reading processes. Grabe's (1991) interpretation of an interactive approach is one that takes into account the critical contribution of both lower level processing skills (identification) and higher level comprehension and reasoning skills (interpretation). The process then, is reciprocal.

Advantages of an interactive approach

An overemphasis of either a bottom-up or a top-down approach will not realize a reader's potential for comprehension of a text. Developing readers must work at perfecting both their bottom-up recognition skills and their top-down interpretation skills. Thus, the reading process can be viewed as a combination of interactive bottom-up and top-down procedures (Clapham, 1996). Readers often decontextualize and just think about the words so that by the time they reach the end of a page they have forgotten what the top was about (Eskey & Grabe, 1988). This was a pronounced problem with the students in this study: Their word-by-word text approach resulted in a very slow comprehension rate. Such a slow reading process can cause *tunnel vision* because the brain is overloaded with visual information when the reader is reluctant to use non-visual information and/or when the reader is unwilling to predict what may follow in the text (Smith, 1985).

Kitao and Kitao (1995) found that most Japanese students read by replacing all English words with Japanese words *one by one*. Students ascribe equal importance to each word and use only their syntactic knowledge to understand the sentence. They work very slowly through the text and struggle to comprehend its overall message (Kitao, Kitao, Nozawa, & Yamamoto, 1985). The reading experience my students bring to class reflects the above. Further, they tend to read a passage through from beginning to end without surveying the reading beforehand or making predictions based on the title or illustrations (Kitao, 1994). The present study focuses on this last point.

The Study

The subjects

The subjects for this study were eight Japanese students in an Academic Study Skills class, whose average age was 26. Their English level was lower advanced and their primary reason for attending was to prepare for postgraduate study in the U.K. Since the focus of the class was on developing academic reading, writing, listening, and speaking skills, only a limited time could be allocated to reading.

Materials

The subjects were provided with a selection of reading materials drawn from Japanese (L1) and English (L2) magazines and a number of texts from our coursebook, *Campus English* (Foreman, Donoghue, Abbey, Cruden, & Kidd, 1990). I also transferred two of the texts from the coursebook to overhead transparencies (OHTs) in order to display them separately on the whiteboard and thus facilitate the elicitation of prediction ideas from the class as a whole.

Procedure

I began by asking students to choose an article to read from a selection of L1 magazines (*Executive, Newton*, and *Online Today Japan*). Next, we repeated the procedure with the L2 magazines (*The Economist, New Scientist*, and *New Statesman*). Students discussed their choices together, first the L1 articles, then the L2 articles, focusing on *what* they chose and *why*, and *how* they made their choices. I then summarized the results on the whiteboard under the headings *L1 magazines* and *L2 magazines*. The class discussion which followed revealed that the students applied similar strategies when choosing both the L1 and L2 articles. The students thus realized that the selection strategies which were applied in L1 had similar and useful applications in L2. The points noted were:

- they knew something about the topic already and wanted to know more
- they became curious about the article after reading the title
- they had a personal interest in the topic
- they already had some idea as to the focus and contents of the article and wanted to clarify this and pursue it further.

The students were thus activating schemata (Rumelhart, 1980) relevant to the topics chosen. Furthermore, the activity demonstrated that they were activating their prediction skills *unconsciously* in L1 *and* in L2 in order to make a choice which in turn led to conscious thinking about the articles they had chosen.

After establishing that certain skills were identical or similar in L1 and L2 prior to reading the text itself, the next set of exercises focused on prediction from titles of texts.

Prediction from titles

I shall regard prediction in its general sense as outlined by Tadros (1994), which is guessing or anticipating what will come next in the text based on the reader's common-sense knowledge of the world.

I wrote the title of an article from *The Economist* magazine on the board, "Webbed Flight" (*The Economist,* 1997), and asked the class to predict the contents of the article. Key words from their predictions were written under the title. I then placed the article on the overhead projector (OHP) and asked the students to scan the article for the key words to check if their predictions were correct. Most were, but not all. Rather than predicting correctly *all* the time, it is more important for readers to be actively involved in the processing of the possible contents and meaning of the text (Nuttal, 1996).

I repeated the activity twice, each time using new material, once as a group exercise, then individually. Following this, students came up with the following advantages of prediction: (1) It recalls what you already know about the topic and so can help prepare you better for the reading; (2) you are thinking about the topic before you begin to read so this can help you associate what you already know with the contents of the text; (3) it makes it easier to understand new information if you already know something on the text; (4) it may help improve reading speed; and (5) the reader can feel less anxious approaching a text due to the familiarity already established between reader and text.

Prediction from within the sentence and paragraph

Next, I used an exercise, "Prediction within the sentence" (Nuttall, 1996, p. 14) which consisted of group discussions followed by class consolidation. Students applied their syntactic (e.g., third person singulars) and semantic knowledge (e.g., collocation) to predict what words would follow consecutively in the sentence, thus speeding up their progression through the sentences. This was an important awareness-raising exercise: Since the word order in English sentences is different from Japanese, students usually replace English words with Japanese ones to make (Japanese) sentences before trying to comprehend meaning (Kitao & Kitao, 1995).

Using an OHT projection of Nuttal's, "Predicting our way through a text" (1982, p. 13) I conducted a class discussion, monitoring comprehension using the questions provided in the text, drawing the students' attention to both the syntactic and semantic relationships within the text, and reiterating that predictions were not always correct. The purpose of the above exercise was to make the students more aware of an interrogation factor which Swales (1990) refers to as "a reciprocity of semantic effort" (p. 62), so as to instill in the students the necessity to continually question the direction of the author and thus place themselves in a better position to comprehend the text as it unfolds.

Finally, I gave the students a complete text with title from their coursebook and asked them to apply the strategies they had practiced. After this, a class discussion took place reviewing all the exercises. To conclude, I invited feedback from the students on their impressions and thoughts of the strategies covered. This mainly revolved around the points written on the board during the previous exercises.

As a follow-up task , students wrote their opinions and comments on these exercises for homework, three examples of which appear in Table 1.

Table 1: Students' retrospective comments
on the exercises (unedited)

Student #3	The method you've introduced us made me conscious my subconscious. I tended to read a text word for word until then, being afraid to misunderstand the contents. Now I'm trying to skip as many words as possible even when I'm going to read about something not familiar, and I am picking up some key words when I am going to deal with the text I've already had quite a few knowledge.
Student #4	I have never noticed the importance of prediction in reading without your lecture. So far, I have paid attention to the sentence structures and the word meanings rather than the whole meaning of a story. Therefore, it takes a long time for me to read through a whole story. I am afraid that the English classes which I have attended in Japan made me read like this.
Student #5	There are many positive aspects of using "prediction skill". Firstly, we immediately thinking about the topics helps us to understand contents of articles. Secondly, we can improve our reading speed by predicting the following contents. Thirdly, we can associate our knowledge we already have concerning the topics and it can help to make our learning much more easier.

Evaluation

The students' written feedback suggests that they became more aware of the positive roles that activating background knowledge and prediction can play in the L2 reading process: "I learned ... that predicting is one of the most important aspects in reading" (Student #1); "I have understood and reconfirmed that the 'prediction,' or the 'active reading' is very important and useful skill" [*sic*] (Student #2).

In the "prediction within the sentence" exercise, students focused on how words can be anticipated and chunked together rather than on the individual meaning of each word. It showed students how to read fewer words and hypothesize more.

The extended "prediction within the paragraph" exercise helped students become more aware of how a writer's ideas can progress in the paragraph. One student commented, "So far, I have paid attention to the sentence structures and the word meanings rather than the whole meaning of a story."

It is difficult to judge whether the students really began to utilize the skills just introduced during the final reading exercise. However, because they were more willing to discuss the possible overall meaning of the text than on previous occasions, because the exercise took less time than previous exercises of this kind, and because the students refrained from using dictionaries during the reading of the text, it is reasonable to assume that they were beginning to utilise these new skills. The above points, supported by the students' retrospective comments on the exercises, illustrated their increased confidence in approaching and reading a text with a more balanced reading approach.

Conclusion

Students have different reading abilities, possess different background knowledge, and have different linguistic competence. The focal point of the study was highlighting the positive benefits in the activation and use of the two skills *regardless* of the different elements present in each student's reading and linguistic background.

No substantial changes can be expected after one or two lessons, but it is important to set such reading strategies in motion and to give students ample exposure to them. Reading skills develop gradually and the reader does not become fluent suddenly. Instead, fluent reading is the product of long term effort and gradual improvement (Grabe, 1991).

Teachers need to continually adapt their teaching methodology to their teaching environment, regardless of what is currently fashionable in ELT. By taking into account the learners' background learning experiences we can adapt our teaching to allow for the maximum benefits to our students.

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Interview, cont'd from p. 10.

portant stage where the students do joint writing with the teacher, who uses an OHP for example. They also craft a text together with the teacher before they write on their own. It is important for the teacher to first work with and guide the students in their production of a certain text genre such as an exposition. Given models and scaffolding, it is amazing what students of all ages are capable of doing!

Thank you for sharing your expertise in this fascinating field.

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Local Area Networks: Online Communication in the Japanese EFL Classroom

過去２０年間、コンピューターは、主にリーディング、文法、あるいはワープロソフトとして、ESL,EFLの学生に様々な形で使われてきた。1990年代の初期から、電子メール、ディスカッションリスト、インターフェイスを中心とした多様な目的 (MOOs)つまりインターネット使用者が仮想の世界で話し活動するシステム (Davies, Shield, & Weinnger, 1998)等の形で、ネットワークはインターネットにアクセスすることに使われてきた。最近では、地域のネットワーク(LANs)がワールドワイドウエブ(WWW)にアクセスしなくても、クラスのすべてのコンピューターをつなぐことに使われ始めている。LANで、学生は同時に閉鎖ネットワークにログインされているリアルタイム会議に参加することができる。本論の目的は、日本のEFLのクラスで、LANをつかうことの四つの教育学的利点を述べることである。それらは、(1) 学生は自分のペースでディスカッションに積極的に参加できる、(2)大多数の学生が同時にコミュニケート出来る、(3) 学生は意味のある方法で言語を使っている、そして(4)LANは多くの違った形態で柔軟性を持って使える、という事である。

Over the past twenty years, computers have been used with ESL/EFL students in a number of ways, mostly involving reading, grammar, or word processing software. Since the early 1990s, networks have been used to access the Internet in the form of electronic mail, discussion lists, and multiple object oriented interfaces (MOOs), a system by which Internet users converse and move around a virtual world (Davies, Shield, & Weininger, 1998). More recently, local area networks (LANs) have been used to link all the computers in a classroom without accessing the World Wide Web (WWW). With LANs, students are able to take part in real-time conferences, in which all participants are logged onto a closed network at the same time. The purpose of this paper is to discuss four pedagogic advantages of using LANs in Japanese EFL classrooms: (1) Students can actively take part in discussions at their own pace; (2) large numbers of students can communicate at the same time; (3) students use language in meaningful ways; and (4) LANs can be used flexibly in a number of different configurations.

Overview

Computer-assisted classroom communication (CACC) has been used in foreign language programs in the United States for several years now. A widely used software program is the *Interchange* application of the *Daedalus Integrated Writing Environment*, which runs on Macintoshes or PC-compatibles connected to a LAN (Slatin, 1998). Details on cost, memory requirements, and installation procedures are available at the Daedalus website: <http://www.daedalus.com/info/diwe/techspec.html>.

At our university, 40 computers have been linked together to form a network using the Daedalus software. *Interchange* has been used in first-year English writing-related classes at our university since April 1997 with high level students (with TOEFL scores from 480-530), low-level classes (with TOEFL scores between 400 and 450), and returnee students who have spent time overseas (with TOEFL scores between 480 and 640). Students do not need extensive computer skills. They simply need to know how to type, and how to use a scroll bar and a mouse.

The CACC in the Classroom

How does *Interchange* work? Students in the computer laboratory log onto the Daedalus program by typing in their names and a password and choosing the *Inter-*

change application in the "message" menu. The procedure for both receiving and sending messages is simple: The screen is split horizontally into two windows, a bottom window and a top window. Students type their contributions in the bottom window and click the "send" button. Messages appear in the top window in the order they were sent, with the sender's name at the head of each message. Students can use the scroll bar to read all the messages in a session at their own pace. Table 1 is an example of what appears in the top window of the screen, here a response to a reading passage entitled "Private Space" (Hall, 1991), which compares the American and German sense of space. These five sample entries by advanced students (their names have been abbreviated) and the instructor's prompt are replicated here exactly as written.

Table 1: Five sample entries

Teacher: Describe the basic differences between the German and American concepts of space.

1. KK: German tend to like more spaces as communicating with people. On the other hand, Americans like closer spaces.
2. RN: Space means more important to the German than to American. For example, for most of times the German keep their doors closing whereas American keep thier doos opening.
3. KN: German tend to secure private space. American are more open about space.
4. YY: Private space is more important for Americans than for Germans
5. YU: In America, privacy is granted whether it is actually present or not. They think that the space should be shared. On the other hand, in German, people are highly respect others privacy, and they sense their own space an extension of the ego.

Four Advantages of Using LANs

Working pace

First, all students can work at their own pace: they can read what others have written, formulate an answer in the editing window, and send it when they feel confident to do so. While computer conferencing is not the same as oral discussions, the system allows even reticent students to participate, and encourages across-class participation. In a survey conducted by Bump (1990) about the use of the *Interchange* application in his American CACC classes, 81% of the graduate students, 84% of the seniors, and 50% of the freshmen felt that its primary advantage was that it allowed all members of the class to participate. This supports findings by Ortega (1997) that CACC tends to produce a more equally distributed discussion among the participants than a traditional oral classroom discussion (see also Beauvois, 1992; Kelm, 1992; Kern, 1995; Sullivan & Pratt, 1996; Warschauer, 1996).

Large classes

Second, the CACC using a LAN allows the whole class to take part in a computer conference at the same time. Since the entire class participates, students have a much wider audience for their views than in a face-to-face discussion class. A greater exchange of information and opinions results, which is particularly valuable for pre-composition writing. The implications of increased student output are great when we note Stevick's assertion (in Larsen-Freeman & Long, 1994) that productive practice in the target language promotes the transfer from second language learning to second language acquisition. Moreover, as Ortega (1997) notes, Swain's (1985) comprehensible output hypothesis predicts that language production plays a vital role in second language development.

Completed discussions which took place during the class are stored on disk so that the teacher can check to see whether all the students have participated. The teacher can then direct specific questions in the next *Interchange* to those who did not participate. In addition, the teacher can review the discussion and see what kinds of language problems students are experiencing and address them in the next session.

Meaningful communication

The quality of thought that goes into producing meaningful communication improves, since students have a wider audience and less pressure to produce a response quickly. Therefore, they can spend more time constructing expressive sentences and monitoring their own work. Once their thoughts are organised, they communicate them to the class. Linn (in Streibel, 1986, p. 157) suggests that forcing students to restructure information into precise, systematic, logical units enhances the learning process. Furthermore, Slatin (in Markley, 1992, p. 8) stresses the importance of self-monitoring as a key component in both thinking and communicating. We have observed that students have delved deeper into issues in the CACC format than would have been possible in face-to-face discussion groups.

Table 2 presents two authentic, uncorrected examples from each of the three different levels we teach. The first excerpt is from a CACC discussion by a high level first-year English class about an assigned reading of *Hair* (Malcolm X, 1991).

The second example is taken from the low-level first year English class that used the CACC approximately once every six classes, or once every three weeks. While no specific reading article had been assigned prior to this session, students had spent two previous classes completing both listening and speaking exercises on the topic of living conditions.

The third example is taken from the first-year returnees English class that used the CACC every week for one semester in a reading and writing course. The CACC was about the circumstances surrounding the death of Princess Diana, which was a current news item at the time. The question posed to the class was whether laws against paparazzi should be enacted or not and who they thought was to blame for the Princess' death. No background reading material was assigned for this discussion.

Table 2: Three levels of first-year English students (two examples for each level)

Example 1: High level

Teacher: Malcolm X believed that by straightening their hair, Black people were trying to look white. Therefore he was against any action or human mutilation which changed his appearance. So what about piercing the ears or about operations to make one's eyes look rounder?

1. YU: I don't think Japanese who pierce the ears trying to look white. Although piercing the ears have brought from America or European countries, we are just to make ourselves pretty or good looking.
2. MT: I think Malcom X was basicaly against changing the appearance. However, it is only myself who can decide if I change my appearrence or not. Noone has right to tell me to have an operation or not to. And the purpose of changing one's appearance is not always to look like the white.

Example 2: Low level

Teacher: What are the good and bad points about life in Japan? Think about population, land area and housing, education, employment, general way of life, etc. You can compare Japan with another country if you want to.

1. YS: I think that good points about life in Japan is security of life compared with other countries such as America because Japan has low rate of accidents about guns and bad points is most Japanese people do not enjoy their life and they have stress about business, education system and school etc.
2. ST: I think Japanese education system don't make children who are rich in personality. In scool, they have to act similarly wearing the same uniform. If they against the rule, they are pressed by teatures. I think their personality ought to be more respected.

Example 3: Returnees

1. MS: Conclusion. I guess many people in this class are against paparazzi. Well, I don't know if I should blame paparazzi only, because the driver was drunk, too. It is easy to blame paparazzi but we should think about we could cause Lady Diana's death by our curiosity to her life. We don't need her picture when she was killed by the accident!!
2. KM: I changed my mind. Now I think that the death of Princess Diana can not be blamed on the paparazzi. They were just doing their job and the Diana's death was just an accident. The paparazzi has been working to fill our curiosity. If there's a law to protect celebrities privacy, the paparazzi will not be able to make thier living.

Flexibility

Interchange is extremely flexible for a number of reasons. We have already seen how large numbers of students can take part in computer conferences simultaneously. However, at a certain stage, the amount of written material in the discussions can become too much for students to keep up with. This problem is easily solved by dividing students into groups and creating separate discussion forums. Alternatively, the instructor can give students a choice of two or more related topics and set up separate forums for conferencing using the subconference facility. This allows one section of the class to concentrate on one issue and another section of the class to discuss a separate or related issue. Students can move freely between the two. In addition to offering choices for discussion, subconferencing allows slower students to work at their own pace on one topic and lets faster students take part in two conferences during the same class. Students who join a subconference in progress can use the scroll bar to read the earlier entries.

Conclusion

The CACC is a flexible tool for use in the foreign language classroom which can provide an excellent learning environment for Japanese students. It allows large groups of students to have time-efficient communication in a non-threatening atmosphere, even when the class is composed of students of mixed levels. Students have the opportunity to think carefully before giving their opinions and to produce meaningful language, thereby enhancing communication in the language classroom.

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Markley & Herbert, cont'd on p. 35.

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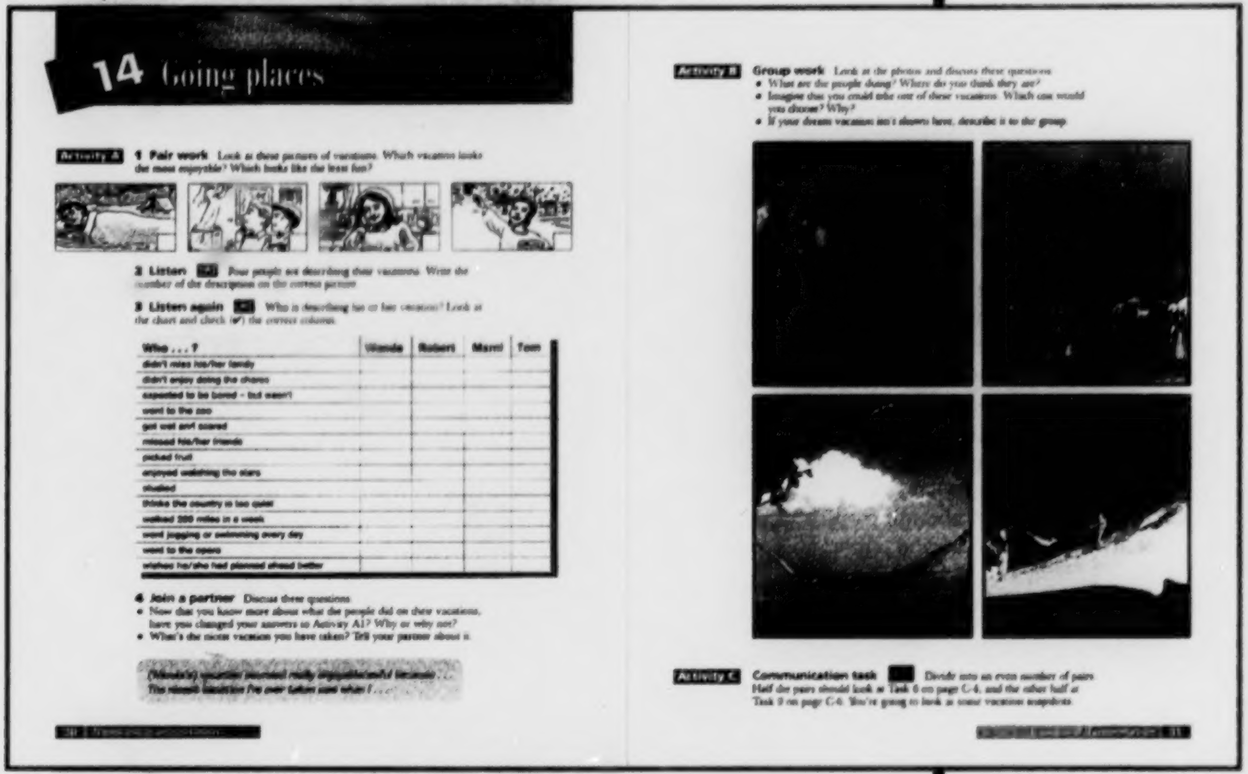

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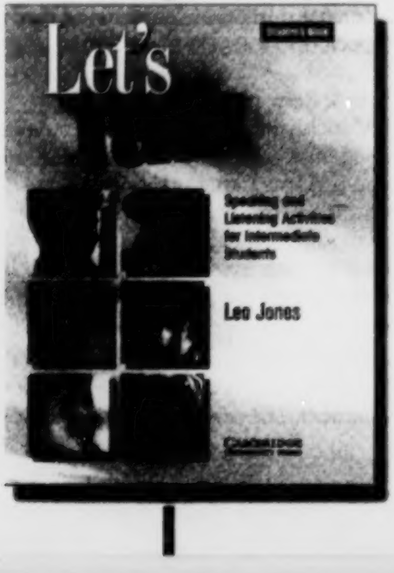
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Questionnaire Construction and Classroom Research

本論では、語学教師の間ではほとんど話題にのぼらないアンケートの作り方の問題点について述べている。主な用語を定義づけした後、本論は有効なアンケートを作るのに必要な三つの主要な段階について論じている。最初の段階は、項目を書くこと、次に項目をテストし、そして最後に有効性の証拠を報告することである。本論であげたい主要な点というのは、データ収集のためにアンケートが使われる前に、これらすべての段階をふまないといけないという点である。アンケート作製は、決して軽んじられてはならない専門の仕事として述べられている。

Many teachers are becoming interested in classroom research (Griffee & Nunan, 1997), and one popular way of doing research is to use data generated from questionnaires. There are many advantages to using questionnaires: (1) You can collect a large amount of data in a fairly short time (Brown, 1988, p. 3), (2) they are easier and less expensive than other forms of data collection (Seliger & Shohamy, 1989, p. 172), (3) questionnaires can be used to research almost any aspect of teaching or learning (Nunan, 1989, 62), and (4) they can be easily used in field settings such as classrooms (Nunan, 1992, p. 142).

Nunan (1992, p. 143) raised the issue that the creation of valid and reliable questionnaires is a specialized business. A teacher cannot simply make a questionnaire, administer it, and report the results. Before a questionnaire can be used for research purposes, it must be reported how the questionnaire was constructed, how it was piloted, what the results of the pilot were, and what, if any, revisions were made based on the pilot questionnaire results. The purpose of this article is to provide basic procedures for making a questionnaire instrument that has some claim to being valid and reliable.

Key Terms

Validity is usually taken to mean that the questionnaire is in fact measuring what it claims to measure (Brown, 1988, p. 101; 1996, p. 231). *Reliability* is information on whether the instrument is collecting data in a consistent and accurate way (Seliger & Shohamy, 1989, p. 185) and is usually reported as a coefficient from zero to one hundred. Of the various different types of reliability, I will deal with the type known as internal consistency, and I will discuss coefficient alpha (also known as Chronbach's alpha) because it has the advantage that scores can range (i.e., Likert scale) or be dichotomous (Pedhazur & Schmelkin, 1991, p. 97). *Alpha reliability* is the relationship between the number of items and the correlation between items. The *instrument* is the test or questionnaire and *item* refers to a question on an instrument (not all items, however, are questions). More specifically, an item is an examination of a mental attribute the answer to which is taken as a degree of performance in some psychological construct (Osterlind, 1990). *Construct* (following Pedhazur & Schmelkin, 1991, p. 52) refers to a theoretical abstraction that organizes and makes sense of the world. Constructs familiar to language teachers are proficiency, motivation, listening, confidence, and anxiety. A *Likert scale* is a way of marking a questionnaire by marking or circling one of a range of possible answers, such as *strongly agree, agree, undecided, disagree,* and *strongly disagree.*

Step One: Writing the Items

I will discuss four parts to step one: stating the construct, brainstorming items, asking a panel of experts to review the items, and asking students review the items. Stating the construct involves writing out what you plan to measure (i.e., the purpose of the questionnaire). This sounds deceptively simple, but is often hard to do. Take, for example, a questionnaire that I wanted to create to measure student confidence in speaking English as a foreign language (Griffee, 1997). Stating the construct does not mean writing a sentence that says the goal is to measure confidence in speaking English as a foreign language. Rather, it means, to state what you mean by the construct of confidence.

Many teachers use questionnaires to determine to what extent students approve of their course. In that case, the problem isn't so much defining the construct approval as it is in stating the goals and objectives of the course because it is from the course objectives that questionnaire items are constructed.

Brainstorming the items could involve writing the items by yourself, writing with the help of colleagues, or basing them on other questionnaires that measure the same construct.

The next stage is to ask several colleagues to look at your items to see if them make sense. An expert is a colleague who has enough training and experience to offer a reasonable opinion, but does not have to be a person who wrote their doctoral dissertation on your subject. Since I wanted to balance nationality and gender on my panel, I asked three male and three female English speaker teachers, and three male and three female Japanese speaker teachers. I gave each colleague the definitions of my construct followed by a list of the brainstormed items and asked them to rate how well each of my items was measuring the construct. Next, I talked to them to find out why they objected to certain items, and in some cases I was able to more clearly understand their objection and revise the item accordingly. This is an example of validation evidence, that my items were looked at by some colleagues and judged as adequately measuring the theoretical construct. It is however weak evidence because it gives us information about the instrument rather than on the data obtained from the instrument (Angoff, 1988, p. 27). I then asked some students of the type for whom the questionnaire was planned to look at each of the items and circle any word they did not understand. After making adjustments based on their feedback, I was ready to pilot my questionnaire.

Step Two: Piloting the Instrument

The underlying strategy of step two is to create more items than you will eventually use, and to pilot the questionnaire to determine which items to keep and which items to revise or eliminate. I will discuss two parts to this step: piloting the questionnaire, and analyzing the results. Keeping in mind that you cannot ask the same students to do both the pilot study and the main study, select a group of students for the pilot. Piloting is not an optional step. It is necessary to get results to analyze to help you decide which items to keep and which items to cut.

I will discuss four possible ways of analyzing the results. The first is simple correlation (see Reid, 1990, p. 325). If you wrote two items that you intended to measure your construct, and they had a high correlation, you could argue that the students understood the items in the same way. If they did not correlate, you would assume that at least one of the items was not understood by the students in the way you intended, and was therefore not measuring the construct. You might take these items back to your panel and ask them why they thought your students did not interpret them in the same way. Alternatively, you could pilot your questionnaire with Near Native Speakers (NNS) and students. Assuming that the NNS understand the items, items that do not correlate highly can be cut.

A second way to analyze the results of the pilot is to calculate the alpha reliability for the separate sections of the test. If one of the sections gets low reliability, you should take the items back to your panel for revision. A third way to analyze your results is to give the questionnaire to a student. Ask the student each question (or let them read it), and then ask them to tell you what they think the item means. Items which are not clear to the student or are understood in ways not intended are candidates to be cut. A fourth way to analyze the results of the pilot is Factor Analysis (FA), which is a form of multivariate correlation. FA is decidedly superior to simple correlation, but it requires advanced knowledge of statistics and a higher number of students in your pilot study. Some researchers (Boyal, Stankov, & Cattell, 1995) call for at least 10 participants per item. Revised items should be piloted again until you are satisfied that all items address the construct.

Step 3: Reporting the Final Validation Evidence

You are now ready to administer your instrument. The underlying strategy of step three is to find out if the revised items are functioning well. If your items are not functioning, you have to decide to use them as they are, or to revise them and pilot again. If you are satisfied, you can report the content results of your questionnaire. (For a discussion of adequate reliability see Griffee, 1996, p. 283, and also Pedhazur & Schmelkin, 1991, p. 109).

The above three steps should be reported in summary form in the materials section of your paper to show that your questionnaire is valid and to what extent. The mean and standard deviation for each item should be included. If you use a Likert scale, you may wish to report the responses as percentages.

This article assumes that you have access to a computer, and a statistical program or a spreadsheet program that includes descriptive statistics, correlation, factor analysis, and alpha reliability. As my statistical program does not include alpha reliability, I adopted a formula (Brown, 1996, p. 196) to a simple spreadsheet.

Conclusion

Validation is the process of item creation, piloting, and item testing to determine whether the items are measuring what you claim they are measuring. No single test or observation constitutes validation; rather it is a series of checks, each of which must be reported. Validation should be built into the foundation of the questionnaire, not added on as an afterthought. Validation is a never-ending process and one never finally validates a questionnaire. You can expect to spend months if not years validating your instrument before you administer it for research results. This is a sobering realization. This article can only suggest the time and steps necessary. As Nunan said, making a questionnaire is a specialized business and should not be undertaken lightly.

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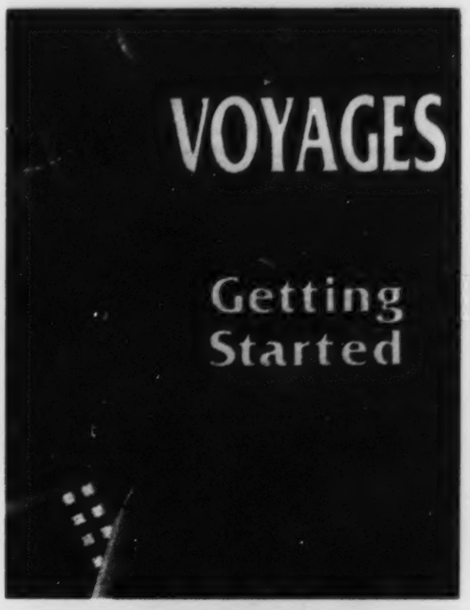

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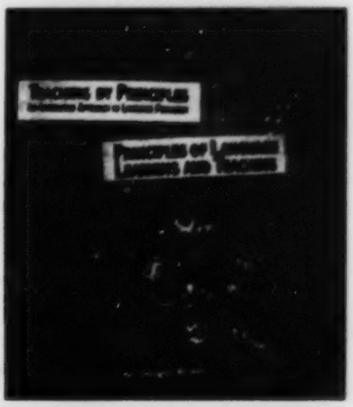

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Illegal Drug Issues in the Classroom

日本の若者の違法薬物に対する認識は最近大きく変わりつつある。本論ではそのような変化に生徒達が対応できるように、学校・家庭教育で取り上げられることがあまりない違法薬物の問題をいかに英語教育の場で導入していくか論じる。まず、日本、米国、オランダの違法薬物問題と政策について学び、ディスカッションを行う。3国の違法薬物事情、政策を比較、対比していくなかで、薬物問題が個人、そして社会全体に与える影響についても考えていく。さらに、マリファナに対する異なった見解を持つ人達に生徒達自らが扮するロールプレーディスカッションを行い、マリファナ使用に付随する諸問題を議論する。これらのプロセスを経て、違法薬物に関して各自どのような姿勢をとるべきかを確認すると共に、将来違法薬物を勧められたとき正しい判断が下せるように生徒達を指導する。

Young Japanese people's perception toward illegal drugs is going through dramatic changes these days, but little has been done so far at schools (Nagashima, 1997, pp. 62-64) or at homes ("Yakubutsu kyoiku," 1996) to meet these new challenges. This paper proposes that English language classrooms address illegal drug issues. I will discuss why and how this should be done based on a course I have taught.

The students were upper-intermediate level seniors at Doshisha International High School. Last year, more than 90 percent of the 59 students (divided into two classes of 29 and 30) were returnees who had experienced life in English-speaking countries. There were three reasons why I felt drug issues deserved a place in my course.

First, illegal drugs are not only internationally high-profile issues but are recently becoming a serious domestic problem. The result of a government questionnaire on Japanese high school students' perceptions toward drug abuse revealed that 8.3 percent of second-graders have wanted to use illegal drugs in the past ("Yakubutsu tsukattemitai," 1998, p. 38). This, as well as the more frightening news of a seven-fold rise ("1996 haul," 1997) in the number of stimulants confiscated in 1996 from 1995 and a doubling in the number of high school students' arrests for stimulant abuses in 1996 from 1995 ("Yakubutsu ranyo," 1998) indicate that illegal drug issues are now here to stay. Naturally, because of the increasing amount of media attention, many students are interested in learning about drug issues, and this forms the second reason for dealing with them in Japanese EFL classrooms.

The third reason stems from the increasing possibility that young Japanese will experiment with illegal drugs when they visit a foreign country and that they will end up behind bars on their return to Japan ("Deta ai," 1996; "Gakusei no," 1998). If English teachers can offer learners a chance to get to know the language used to discuss illegal drug issues and the disadvantages attached to illegal drug use, they can help students make informed choices.

Teaching Drug Issues

As illustrated by the failure of the anti-drug campaign in the U.S., "saying no" is no longer effective in keeping young people away from drugs (Buchsbaum, 1997, p. 6). Even in Japan, such a strategy would likely fail, as the growing minority of young people believe that trying drugs is all right "because it is not a nuisance to others, so it should be left to the individual's own free will" (Mizutani, 1998, p. 111; "Yakubutsu shiyo," 1997). Keenly aware of this, I chose to present drug issues as social problems that affect not just the well-being of individuals but also that of free and democratic societies. To achieve this effect, I decided to teach the illegal drug policies of Japan, the U.S., and the Netherlands, in order to compare their strengths and weaknesses and to have students participate in a role-play discussion where people having conflicting views about marijuana use discuss their points of view. The whole process took about eighteen 45-minute classes.

Drug Issues and Policies in Japan, the United States, and the Netherlands

Japan

I gave two 45-minute lectures in English on drug issues and policies in Japan. In the first lesson, I outlined the history of illegal drug abuse to show how it has corrupted personal freedom. For example, during World War II, the Japanese government administered stimulants to laborers working at state-run military factories. In the second lesson, I touched on the health effects of illegal drugs (stimulants, sleep-inducing drugs, morphine, cocaine, and cannabis) and the Japanese laws regulating them. I supplemented the lectures with a four-page handout in English which I wrote (see Koseisho, 1997; Nakamura, 1993).

The United States

I spent eight lessons on drug policies of the U.S. federal government and teen drug abuse issues. Information from drug-related articles ("Kids and Drugs," 1997; Nakamura, 1993), newspaper articles, and the Internet, especially the home page of Department of Justice Drug Enforcement Administration (<http://www.usdoj.gov/dea/>) were helpful resources. The lessons revealed that the number of U.S. teen drug users is increasing with marijuana being their choice of drug (Buchsbaum, 1997, p. 4). The government's response has been to appeal to them not to use drugs ("The General's War," 1997, p. 7).

One class was spent on the history of drug abuse in the U.S. from the Civil War, when morphine was used as a pain-killer ("Ten Claims," 1997), through the Vietnam War and student movements in the 1960s and 1970s to the present (Nakamura, 1993). I distributed a time-chart for this lecture ("Ten Claims" (ibid.); Nakamura, 1993, pp. 43-50; "DEA History," 1997; Schaeffer, 1979; Tsuge, 1989). Following the lecture, students formed groups of three to five to exchange their opinions.

In the following class, I gave a ten-minute lecture on how differently illegal drugs are treated by the federal and state governments: Though the federal government may take a tough approach toward hard and soft drugs, some states like California ("State-By-State List of Marijuana Law," 1998) and Colorado ("State-By-State List of Marijuana Law," 1998) decriminalize the use of soft drugs. Then I showed a 15-minute video on Denver high school students' drug abuse, which was aired as part of The MacNeil/Lehrer news hour (Crystal, 1996). In it, eight high school students shared their views on teen drug abuse. Some of them had apparently tried illegal drugs before, and even those who hadn't were rather tolerant about them. After this program, students formed groups of three to five and discussed how they felt about the American students' views. Three dominant opinions emerged: The majority of students were not pleased with the Denver students' lax attitude. The second group of students stated that since drugs are more accessible in the U.S. than in Japan U.S. teens are compelled to experiment with illegal drugs. The third and smallest group said that there was nothing wrong with their wanting to try drugs.

The Netherlands

Drug policies in the Netherlands are among the most liberal in the world. This country tolerates the sale of soft drugs such as cannabis in coffee shops. I spent three classes on the Netherlands. In the first lesson, I used a periodical published and distributed by the Ministry of Health, Welfare, and Sports of the Netherlands to promote their drug policy ("Drug Policy in the Netherlands," 1997). We spent one lesson reading the main sections.

Next, students broke into groups to discuss their impressions of the Dutch drug policy, and I went around the class to hear what they had to say. The majority felt the Dutch system was special, but did not support it. A small group felt it was a good and interesting policy.

In the next class, I gave a lecture on the problems surrounding the coffee shops ("Introduction and definition of the problem—complications and new trends," 1994-1995). I made a chart comparing the annual budget of the Dutch, Japanese, and U.S. federal governments in dealing with drug problems which showed that even if the Dutch system was workable, it would require very generous amount of tax payers' money to maintain it ("Drug policy in the Netherlands—Estimate of the annual financial implications of the policy document on drugs," 1994-1995; "Kids and drugs: The facts," 1997; M. Shimomura, Department of Heath and Welfare of Kyoto Prefectural Government, personal communication, October, 1997). Students commented that such a heavy tax burden would meet opposition in Japan. I pointed out that coffee shops are no longer immune to the influence of organized crime ("Policy on soft drugs and coffee shops—Regulation of coffee shops," 1994-1995)—the very thing the Dutch government wanted to avoid—and that many Dutch municipalities are now trying to reduce their number (ibid.; "Drug policy in the Netherlands," 1997).

I discussed the situation in Colombia where democracy has long been threatened by a handful of drug cartels (Nakamura, 1993, pp. 50-53). The digression was made to encourage students to see illegal drug issues not simply as issues involving personal choice, but as those having to do with defense of freedom and fundamental human rights from criminal organizations which attempt to control us. Then, I suggested that those attempting to sell drugs in Japan are also related to criminal organizations: More than 90% of illegal drugs sold in Japan have connections with *boryokudan* (Japanese gangsters) (Mizutani, 1997, p. 51). I stressed the fact that Japanese government bans the use, possession, and sales of illegal drugs not because it wants to stifle personal freedom, but because it wants to protect its people from dominance by criminal organizations.

Role-Play Discussion

The last phase of the unit on drugs was a role-play discussion on a problem encountered by an imaginary Doshisha University sophomore Taro Yamada, who was an exchange student at the prestigious Amherst College, Doshisha's sister school. The scenario which I created is as follows: One evening at a party, Taro is offered marijuana by his best friend Rod. But because he does not know how to respond, nine people offer him advice: (a) Josh Allison, a former drug addict (Diconsiglio, 1997, pp. 10-12); (b) Barry R. McCaffery, the director of the Office of National Drug Control Policy ("The General's War," 1997, p. 7); (c) Naomi Campbell, a mother of a college student, who tried drugs in the sixties; (d) Takuya Kimura, a father of a college student, who has never tried drugs before; (e) Ichiro Suzuki, Taro's law professor at Doshisha University; (f) Miwa Yoshida, Taro's girl friend at Doshisha University; (g) Abby Olsen, and (h) Tracy Ortega, participants in the Denver drug discussion in The MacNeil/Lehrer news hour (Crystal, 1996), who support the use of illegal drugs; and (i) Vincent Van Gogh, Ambassador of the Netherlands to the U.S.

Students read the scenario (Appendix), then divided into nine groups of two to five, each group representing one of the nine people who tried to give advice to Taro. Groups then formed opinions for their assigned "character" by rereading the materials that were distributed to them throughout the lectures and by answering the questions, inspired by Verderber (1994, p. 457), on the agenda: "What is Taro's problem?" "What might happen if Taro decides to smoke marijuana?" "What might happen if Taro decides not to smoke marijuana?" "What might be the possible solutions to Taro's problem?" "Which solution will reduce the problem?" and "How will the solution be carried out?" It took about three class periods for the groups to read, discuss, and come to a consensus on the advice they would give Taro.

For the role-play event, students formed a large circle by groups. I placed a large card in front of each group with the name of the person they were representing. Over two class periods, students discussed the agenda and I took the role of the chairperson. Because there were six questions on the agenda, every group member was told to serve as his/her group's spokesperson at least once. Most students read their answers from prepared notes, but some acted out their roles in character. The discussion of each of the agenda items was followed by time for questions and answers during which some students actively defended and attacked each other's views. For example, when the group representing the Doshisha law professor suggested that Rod would not mind even if Taro rejected his offer because a good friend would respect individual's values and decisions, Takuya Kimura, a father and a non-drug user, questioned whether somebody who offers marijuana is really a good friend in the first place. In the end, the class reached the consensus that Taro should refuse his friend's offer. Even after this discussion the debate continued. The group that played the role of Barry McCaffery attacked the Dutch ambassador and demanded an explanation for his country's tolerant drug policy. Student feedback showed that the role-play discussion was a positive experience:

- *I learned (that) discussion is quite fun. I thought nobody will [sic] give their opinions, but I was wrong. It really looked like a real discussion.*
- *. . . although this was a small discussion, there were a lot of arguments and disagreements between the groups. So I learned that there are all kinds of people who has [sic] different opinion[s], and it is important to listen [to] their opinion without spoiling it.*
- *I learned that discussing a topic would lead us to think more deeply about the problems and solutions than just being taught and studying.*

Conclusions

I recommend that teachers who would like to teach illegal drug issues in their English classes should keep the following in mind:

1. Create an open atmosphere where students can express their views without fear of being punished. However, dispassionately challenge tolerant views some students might have about illegal drug use.
2. Present data as objectively as possible. Contrast the situation in Japan with information about other countries.
3. Emphasize the link between personal choice of using drugs and the effect that might have on society.
4. To do the role-play discussion in a larger class, create more roles.

Though these drug lessons required a lot of research and preparation, I felt my hard work had paid off when I read the following comment written by one student after the lessons: *I used to think that taking drugs was not such a bad thing, and I nearly tried it in Australia, but I didn't. Now I feel so happy that I did not do it.*

Acknowledgments

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Appendix

Taro Yamada is a sophomore at Doshisha University, majoring in law. He has graduated from Doshisha International High School, but prior to that he lived in Los Angeles for five years. Now he is back in the States for the first time in four years this time as an exchange student at Amherst College. Unlike what his senpai (i.e. his senior) has told him, his life at Amherst is not as stressful, and so far he has made many close friends.

One Saturday night in early November, he is invited to a party at his best friend Rod's apartment. The lights are dim, the food tantalizing, and the drink so soothing that he is in the mood for an adventure. He walks over to a beautiful blonde girl sitting alone by the windowsill. Butterflies are in his stomach, but he plucks up his courage and clumsily introduces himself. To his surprise, the girl responds with a big smile. "She is interested in me!" Taro chuckles to himself. "Who knows? This could be the beginning of a new romance!"

Just then, Rod interrupts. "Hey, Taro, you wanna try something neat? Here." Out from his brown bag he takes a couple of sloppily[-]rolled cigarettes, not the kind Taro has seen in grocery stores. While he is trying to make sense of what they are, Rod turns to the beautiful blonde girl and offers one to her:

"Hey Judy, want one?"

"You bet, Rod. You know I was waiting for this."

"Yeah! Call it the dessert of the evening."

While he is listening to this conversation, a thought flashes through his head. Yes. What he has been offered is marijuana. "Come on, be a good sport. It won't hurt you!" Rod slaps him on his shoulder; he knows he is just trying to be nice. "Come on, Taro. Everybody's doing it," whispers the beautiful blonde girl in her sweet gentle voice.

Taro does not want to put his friends off, but he does not want to get into trouble, either. What if someone at this party tells on the police? What if he likes it and wants to try more? What if it becomes a habit? What if someone back home learns about it? With these thoughts circling in his head, he freezes on the spot But he has to act quickly. What should Taro do?

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Comparative Cultures Course: Education in Ten Countries

本論では、大学のコースである、比較文化（Comparative Cultures)について述べ批評する。どの社会もその独自の文化の有能な一員となるように子供を教育する。生まれてから結婚まで、この社会化の過程は意欲的な市民を作り出すことに焦点をあてている。その社会の公的、非公的な教育の両面を調べることによって、その社会の規範、価値、憶説、哲学が明らかになる。幼児教育は社会を反映している。多くの日本人学生は外国の文化を深く知りたいと思っている。この要求を満たすコースや教科書はあまりない。このComparative Cultureコースは、日本、中国、アメリカの幼児教育の実践と哲学を比較する。また、このコースでは、インド、アフリカの特定の国、ヨーロッパ、中近東の国々における家族構成、女性の役割の変化と初期の社会化についても考察する。日本は国際的視野におかれているので、学生は自分自身と自国の文化を学びながら、民族中心主義的な偏見をはっきり認識するべきである。

Japanese students are increasingly curious about the world beyond their borders and motivated to acquire more than a superficial understanding of how and why other societies function as they do. Students are applying to foreign universities, joining exchange programs, experiencing homestays in other countries, traveling outside Japan on their own, and interviewing with multinational companies. However, there are few courses that nurture a meaningful awareness of other cultures together with a deeper understanding of their own. Many English language textbooks that deal with cross-cultural issues are superficial. To fill this void, we have developed our own year-long university course which looks at the cultures of ten countries. It is constantly changing, and it is our intent that each year it will become more effective (see Appendix A for an overview in Japanese and Appendix B for a list of materials in use).

Course Description

The focus of this course is on the socialization processes, both formal and informal, which societies use to educate their children. Students analyze cultural assumptions, beliefs, expectations, attitudes, norms, and values, as well as obvious behavior.

One objective of the course is to introduce students to a number of anthropological and sociological concepts which they can subsequently use as "hooks" upon which to hang their observations and analyses about China, India, Japan, the United States, and selected African, European, and Middle Eastern countries. Another course purpose is to enable students to understand and respect differences (i.e., to analyze cultures objectively while withholding value judgments). A third goal is to nurture within students a sense of similarity to peoples everywhere, a sense of empathy with all human beings.

There are dangers in tackling ten countries in one year: Generalizations, stereotypes, and oversimplifications are potential pitfalls which we try to minimize through our debriefing sessions, held after watching the videos and playing the simulation games. Another potential danger is that societies are not fixed but are in constant flux, as certain amounts of diversity exist within all societies. Despite these dangers, the authors believe the risks are worth taking, because Japanese students seem to lack understanding about other cultures and peoples, yet hunger for meaningful reasons why others behave as they do.

A variety of learning and teaching methods are used during each 90-minute class. They include discussions of readings and videos, simulation games, perception/misperception activities, talks by guest speakers native to the culture being studied, and field research projects.

Readings and Videos

A typical class might begin with a discussion of readings assigned the previous week. The readings are short articles from the CITE World Cultures Series written by native authors of the cultures being studied (Clark, 1996; 1997; Clark & Strauss, 1981; 1995; Johnson, Johnson, & Clark, 1992; Johnson, Johnson, Clark, & Ramsey, 1995; Minear, 1994; Pearson & Clark, 1993a; 1993b). Topics include birth rituals, early childhood development practices, education, family structure, parents' roles within the family, women's and men's roles in the community, courtship practices, and marriage ceremonies. During these discussions, the teachers and students clarify unfamiliar vocabulary, unusual expressions, or problems of meaning. Sometimes these discussions focus upon similarities and differences between Japanese society and the culture being studied. Other times students compare the society being discussed with a culture already studied.

The teacher might then show a short video clip which relates to the readings just reviewed. Some of the videos might be home videos from personal libraries. Prior to the screening, the teacher poses objective and subjective questions for students to consider as they watch. For example, in *Preschool in three cultures* (Tobin, 1989) the answer to the objective question, "What is the teacher/pupil ratio in the Japanese kindergarten class?" is a ratio of 1:28; that is, one teacher per twenty-eight pupils. A subjective response to the question, "Why?" might be that Japanese society relies more upon peer pressure than a single authoritarian figure, and a Japanese teacher's role is not to control the pupils or to intervene in their disputes. Responses like this might be extrapolated into a general discussion about peer pressure in Japanese society, individual and group behavior in Japan as well as in diverse societies, and education in homogeneous and heterogeneous societies.

Kawagishi Masako suggested the following discussion activity: The teacher preselects a video and writes a list of possible discussion topics on the board, then divides the class into groups of four or five. Each group selects a different issue to analyze and confirms understanding of the issue and what to look for. After the screening, students discuss the issues within groups. The groups then select a spokesperson to report to the class.

The video clips highlight similarities and differences in societies, encourage students to discover the dominant meaning systems of various cultures, and to actively interpret the "whys," which can be traced over thousands of years. The postviewing debriefing sessions reduce the natural tendency of students to make value judgments, generalizations, and oversimplifications. Seto Haruko noted that videos can be very powerful and effective, but they can also reinforce stereotypes. Teachers must be aware that it is natural for students to react emotionally to a video, branding that culture as one they "like" or "dislike," rather than asking, "Why do these people behave as they do?"

Debriefing sessions are most successful when students and teachers sit in a circle facing each other. The teacher, as facilitator, poses questions but does not offer answers. Many Japanese students seemed shocked by the open toilet scene in the Chinese kindergarten in the video *Preschool in three cultures* (Tobin, 1989). To minimize the value judgment that Japanese privacy is better than Chinese openness, the teacher can facilitate a discussion about why these two ancient cultures treat this activity differently. Such a discussion can also lead to a comparison of the general American response to the Japanese public bath and the different American and Japanese notions of nudity. What are the historical and religious reasons for these behaviors? Why are they different? What does it mean within the context of the whole society? The purpose of such discussions is to encourage students to think critically and to withhold personal value judgments.

Simulation Games and Perception/Misperception Activities

Cross-cultural simulation games and perception/misperception activities can be powerful learning and teaching methods. Experiencing an activity such as a simulation of a fire drill creates a situation that is lifelike. In *Bafá-Bafá* (Shirts, 1977), students divide into two groups and go to separate rooms. Each group represents a different culture and learns the rules for proper behavior in that culture. After practicing the behavioral patterns of that culture until they become somewhat natural, each group exchanges visitors. The visitors do not understand the behavior they observe, yet they must try to get along in the new culture. Upon returning to their own culture the visitors describe what they observed and try to interpret what it means. With more clues than their predecessors, another set of visitors is exchanged. All students have a chance to become visitors.

After the simulation, students sit in a circle for the debriefing session. First, each group describes and interprets the other group's behavior. Then, each group explains its own culture's rules and rationale. Students are encouraged to talk about their feelings. Those who have actually experienced culture shock, frustration in communicating with nonJapanese, or problems living in another culture are encouraged to share their experiences with the class. This cross-cultural simulation game requires the entire 90-minute session to complete.

An effective perception/misperception activity is an exercise (cf. Clark, 1996) in which the class is divided into two groups. One group leaves the room, while the teacher shows the other group a simple black and white sketch of a woman. The teacher carefully preconditions the students to see a poor old woman by pointing out her hooked nose, protruding chin, and ragged clothes. The teacher may ask how old the woman might be, whether she is happy or sad, rich or poor. Then these students leave the room and think of adjectives to describe the woman. The other group returns, and this time the teacher preconditions these students to see a chic young woman in the same sketch by calling attention to her delicate facial features, her long eyelashes, and fashionable clothing. The teacher also asks students to estimate the woman's age, her social status, state of happiness, and to think of adjectives to describe her. Finally, both groups come together, sitting in a circle, where the teacher facilitates the discussion. Both groups describe what they saw and why. A stimulating discussion develops about perceptions, misperceptions, cultural preconditioning, stereotypes, and ethnocentrism—all basic concepts of the course.

Guest Speakers

Guest speakers native to the cultures being studied are occasionally invited to class. They share personalized descriptions of life in their countries. They generally bring supplementary materials such as slides, photographs, traditional clothing, and folk music to enhance their presentations. Sometimes they discuss their own culture shock in adapting to Japanese society.

The discussion period is always lively. Students ask questions ranging from, "How do you like Japanese food?" to "Do you think requiring women in some Middle Eastern countries to wear a veil in public is discriminatory?" The guest speakers do not necessarily defend their own cultures; rather, they explain the reasons for that particular cultural behavior.

Field Research Projects

Each semester, students conduct a field research project involving a mother-child and a father-child interaction observation. In the first semester, students observe a mother and her child or children interacting in a public place for 30-60 minutes. They write a detailed, objective description of what they saw, focussing on the parent's control of the child, physical contact, rewards and punishments, peer pressure, and socialization factors other than those with the mother. Next, students make a subjective analysis of their observations, adding their personal opinions about the behavior they observed: what they liked and/or disliked, and why. As an option, they can relate what they observed to their own childhood, or to how they hope to parent.

During the second semester, students complete a father-child interaction observation. The purpose of these projects is to create opportunities for students to objectively observe their own society as cultural anthropologists by conducting field research, and to consciously analyze their reactions. Generally, students enjoy these field research projects and often comment on how interesting it is to "people watch," and how much they learn about themselves by analyzing what they see every day, yet rarely reflect upon.

Student Evaluations

Students evaluate the course at regular intervals: after each simulation game, at the conclusion of each unit, and at the end of each semester. The following are typical responses from the course evaluations done at the end of each semester:

1. What did you like most about this course?
   - Until then I thought that the center of the world is Japan.
   - Middle East and African cultures because I have chances to know about European and American cultures.
2. What did you like least about this course?
   - I wanted more chances of speaking my ideas and listening to other's ideas, but this class is too large.
   - English in some videos is too difficult.
   - One year is too short.
3. Did this course meet your expectations?
   - Yes. The observation Mother-Child and Father-Child Interaction was especially interesting.
   - Bafá-Bafá gave me a shock, but it was fun.
   - Yes, I could get a wider sense of thinking than before.
4. What suggestions do you have to improve the course?
   - Receiving much guests from various countries makes students discuss more.
   - Nothing, I enjoyed this class because we didn't compare only the cultures of Japan and America but also Africa, Middle East, India, and China.
   - I became an international person.
   - Need more discussion.

At the end of each semester students rate the course on a scale from 1-10, 10 being excellent. The course ratings average 9.1 for small classes (approximately 20 students or less) and 8.2 for large classes (more than 50 students), based on some 800 student evaluations from 1988-1998. These ratings indicate that students in smaller classes enjoy the course more, perhaps because the discussions can be more frequent, personalized, and reach a deeper meaning.

Conclusion

In this course, Japanese students learn to "take off their Japanese glasses" and to look through African, American, Chinese, European, Indian, and Middle Eastern eyes as they examine these cultures. They learn to recognize and respect differences and to feel empathy and to discover a common humanity. When they again "put on their Japanese glasses" they have an expanded vision of who they are, because they place themselves in an international perspective, understanding more about the common humanity that all people share.

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Appendix A

半年間という短い期間ではあったが、Dr. Carol Browningの比較文化の講義にアシスタントとして参加した。

講義は主に、(1)プリントによる予習(話題となる国の社会背景・文化に関するプリントが事前に学生に渡されている)、(2)プリントの内容把握のための質疑応答、(3)ビデオ、(4)小グループに分けてのディスカッション、(5)ディスカッションの内容報告、という流れで行われた。生徒数60人を越える大クラスであり、小グループに分かれてからの指導が行き届かないため、講師の友人で各々英語の仕事に携わる4人の日本人アシスタントがデスカッション・リーダーとして参加することとなった。講義は英語であったが、内容を重視したいという講師の要望で、ディスカッションは日本語で行われた。(1)~(3)においては学生同様、しかし(4)(5)においてはむしろ指導者というユニークな立場であり、これまでになかった視点でひとつの講義を観察する好機となった。

比較文化教育の必要性は、すでにDr. Browningから述べられている。以下は、むしろディスカッション・リーダーの役割を果たしながら感じたその問題点についてである。

講義では、各国の社会・文化を紹介するビデオが頻繁に用いられた。ビデオは、視覚的に未知の情報や既得の知識に信憑性かつ意外性を与える有効な教材である。確かに、映像によるインパクトの大きさは文字によるそれとは比べものにならない。しかし、時には(受け手の知的レベルにもよって)そのインパクトの強さが逆に真実を見る目を閉ざしてしまう危険性を伴っていることも忘れてはならない。

ビデオに当てる時間は、一つの国に関する学習時間のほんのわずかである。にもかかわらず、ディスカッション中の学生たちの意見のほとんどがビデオの映像に関するもので、「好き」「きれい」「住みたい」「いや」「汚い」「気持ち悪い」といった感情的なレベルのものが多い。しかもそれらは、結局ビデオをみる以前にすでにその国に対して持っていたイメージを強めたものでしかない。例えば、中国= 共産主義、アメリカ= 自由、アフリカの国々= 未開、というステレオタイプ的なイメージを強める映像のみがその他の多くの映像の中から無意識に選択され、イメージの再構築及び補強作業をしているのである。

比較文化を学ぶ基本姿勢は、異なった文化や価値観の相違を感情的な善し悪しを交えず冷静に知ることである。そして、自分が所属する社会の文化やその中で自然に形成された価値観を客観的に分析できる目を養い、自己を発見することが到達点であろう。この姿勢と意義について、講師は年度始めのイントロで十分に述べているし、その後何度も繰り返している。だが、自分の価値観で異なった社会・文化をはかることから脱却できない学生が多く、イメージの強化というむしろマイナスともいえる結果を招いてしまうことは、比較文化教育の在り方がいかに難しいかを物語っている。指導者は、いつもこの危険性を念頭に置き、毎回の講義が一方的にならないようにするのと平行して、講義の期間を通し、受け手の心の変容を追い導く必要があるだろう。

では、具体的にどのような方法が可能であるかについて、同じようにアシスタントとして講義に参加した川岸氏から述べる。(瀬戸晴子)

高等学校における英語教育の中に「比較文化」の理論を適用できないかという観点に立脚し、その実践の試みとして一年間Dr. Browningのアシスタントとして、「比較文化講座」に参加した。以下では、主として下記の3つの視点から一年間を振り返ってみたい。

1. ビデオについて
2. ディスカッションについて
3. ゲストスピーカーについて

1. 先に瀬戸氏が述べているように、ビデオはVisualであるため、学生に与えた影響は非常に大きかった。全てのビデオが英語によるもののため、listeningの力の低い学生の場合、内容把握が困難な状況も見受けられた。今回はアシスタントがディスカッションの段階で、内容について補足、説明をするようにしたが、ビデオ上映の前に日本語による概要説明があれば、その後に行われたディスカッションもその核心に至るものとなったのではないだろうか。

2. 毎回行われたディスカッションは、20分という時間内で授業のはじめに出された5つの質問の全てに対して行われた。各グループは12~15名で構成されていたため、各質問に対し、各々が十分に意見を発表し、討論するまでには至らず、表層的な意見の取りまとめに終わることが多かった。このディスカッションの真の意義が客観的視野の下で各文化を比較し自分の立場を冷静に把握する目を養うことであるのを考慮すると、より入念な準備が必要とされる。

・質問を予めプリントして配り、各学生が事前に自分の意見をまとめておく。
・グループは5名位を1単位として組み、一人一人が十分に意見を述べる環境を整える。
・質問をグループ毎に振り分ける。

などの工夫により、さらに活発な意見交換がなされるのではないか。

3. 一年間の講義の中で、3名のゲストスピーカーが招かれ、自国の文化、習慣を紹介する講義が行われた。アフリカのマリ出身の女性の講義では、結婚・食生活・男女の役割分担などがスライドを駆使して説明され、学生たちの興味を誘発し、生活に密着した有意な質問が多く出された。これらの講義が学生たちに与えたインパクトは多大であり、ビデオや資料からは習得できないコミュニケーションを交えた真の文化比較が個々の学生の意識の中で自然に行われてい

くのをみることは感動的であった。授業の進行の度合い、講師の確保など困難な面もあろうが、今後もより多く異文化の生の声を提供していって欲しい。

比較文化を客観的な視野に立ち、学んでいくことは確かに容易ではない。しかし、この一年間の講義を経験し、毎回重ねられていった異文化との遭遇は、結果として潜在意識の変容をもたらしていったと確信している。将来において、種々の体験を通してここで学んだ事柄が思い起こされ、異文化間の相互理解につながっていくならば、それこそが比較文化教育の本来の目的なのではないだろうか。そうして、それは、大学のみならず、中学、高校の外国語教育の中でも適用され、活用され得るものであり、そうすることが将来を担う子供たちに与えうる外国語教育の役割の重要な一端であると考える。(川岸雅子)

Appendix B

Course Materials

Cross-Cultural Simulation Games

Shirts, R.G. (1976). Rafá-Rafá. Del Mar, CA: Similie II.

Shirts, R.G. (1977). Bafá-Bafá. Del Mar, CA: Similie II.

Thiagarajan, S., & Steinwachs, B. (1990). Barnga. A SIETAR International Publication. Yarmouth, MA: Intercultural Press, Inc.

Wider Horizons. (Developer), & Stanford Program on International and Cross-cultural Education (SPICE). (Reviser). (1991). Heelotia. Stanford, CA: Stanford University Press.

Video Resources (all videos are in English unless otherwise noted)

Africa

Gardner, R. Harris, H., & Breidenback, G. (Producers). (1970). *The Nuar*. Film Study Center of the Peabody Museum, Harvard University. (Available from Multi Media Center, Marriott Library, University of Utah)

Jacobson, D. (Director). (1989). *Women and work in Africa south of the Sahara*. (Available from The Upper Midwest Women's History Center, Hamline University)

China

Bingham, M.W. & Gross, S.H. (Directors). (1980). *Women in China*. (Available from The Upper Midwest Women's History Center, Hamline University)

Tobin, J. (Director and Producer). (1989). *A video companion to preschool in three cultures: Japan, China, and the United States*. (Available from Family Studies, University of New Hampshire)

UNICEF & The Soong China Ling Foundation China and Canada. (Producers). (1984).*The children of Soong Ching Ling*. (Available from Multimedia Center, Marriott Library, University of Utah)

Hungary

Kis, J. (Director). (1984). *Music belongs to everybody: The Kodaly method. Vols 1 & 2* [Hungarian with Japanese subtitles]. Keszült a Pannónia Filmstudio Video/Film Mütermeben. (Available from Godai no Ongaku Kyoiku Seisaku Iinkai)

India

Jacobson, D. (Director). (1992). *Women and work in South Asia: India, Pakistan, Bengaladesh, Sri Lanka, Nepal, and Bhutan*. (Available from The Upper Midwest Women's History Center, Hamline University)

Jacobson, D. (Director). (1980). *Women in India*. (Available from The Upper Midwest Women's History Center, Hamline University)

Public Broadcast Associates, Inc. (Producer). (1981). *Dadi's family*. (Available from Indiana University Instructional SupportServices, Franklin Hall)

Sedwyn, T. (Director). (1980). *Principles of caste: A production for The Open University*.(Available from Indiana University Instructional Support Services, Franklin Hall)

Japan

Bingham, M.W., & Gross, S.H. (Directors). (1986). *Women in Japan*. (Available from The Upper Midwest Women's History Center, Hamline University)

Tobin, J. (see China)

Middle East

Amideast (Producers). (1988). *Introduction to the Arab world: An overview, Islam, andhe Arab society today*. (Available from Amideast)

Cross, S. (Director). (1976). *The traditional world of Islam: Nomad and city*. (Available from Multimedia Center, Marriott Library, University of Utah)

Davis, M.L. (Director). (1976). *Some women of Marrakech* [Arabic and English with English subtitles]. (Available from Multimedia Center, Marriott Library, University of Utah)

Encyclopedia Britannica Educational Corp. (Producers). (1984). *Family matters: The role of the family in the Middle East*. (Available from Multimedia Center, Marriott Library, University of Utah)

Fernea, E. (Director and Producer). (1982). *Price of change* [Arabic with English subtitles]. (Available from Multimedia Center, Marriott Library, University of Utah)

Jacobsen, D. (Director). (1980). *Women in the Middle East*. (Available from Multimedia Center, Marriott Library, University of Utah, Salt Lake City)

United States

Tobin, J. (see China)

General Videos

Gross, S.H. & Rojar, M.H. (Directors). (1992). *Family configurations in the Third World*. (Available from The Upper Midwest Women's History Center, Hamline University)

Mead. M. (Director). (1980). *Comparisons: Four families India, France, Japan, Canada*. (Available from Multimedia Center, Marriott Library, University of Utah)

The Media Guild. (Producer). (1992). *Gender matters: India, Gambia, Peru, and Sudan*. (Available from Multimedia Center, Marriott Library, University of Utah)

Contact Addresses for Audio-Visual Resources

Amideast. 1100 17th Street N.W., Washington, D.C. 20036 USA; t: 202- 785-0022.

Godai no Ongaku Kyoiku Seisaku Iinkai. Seijo, 1277 Setagaya-ku, Tokyo 157, Japan; t: 03-3416-1538.

Indiana University Instructional Support Services. Franklin Hall. Bloomington, IN 47405-5901 USA; t: 812-855-2103; 800-552-8620.

University of Minnesota Film and Video. 1313 Fifth Street S.E., Suite 108, Minneapolis, MN 554141524. USA; t: 800-542-0013 within Minnesota or 800-847-8251.

University of New Hampshire, Family Studies. Durham, NH 03824. USA; t: 603- 862-2146.

University of Pennsylvania, South Asia Regional Studies Center, Center Film Library. 82 Williams Hall. Philadelphia, PA 19104-6305. USA; t: 215-573-9368.

University of Utah, Multimedia Center. Marriott Library. Salt Lake City, UT 84112. USA; t: 801-583-6283.

The Upper Midwest Women's History Center. Hamline University. 1536 Hewitt Ave., St. Paul, MN 55104. USA; t: 612-644-1727.

米国大学に在籍する日本人留学生の学習意識
……電子メールを活用した調査報告……

梅田　肇
鈴鹿国際大学

Ⅰ．はじめに

このリサーチの目的は、米国の大学に正規留学している日本人学生への意識調査を通して、今日の留学の在り方、留学生の学習意識、さらには留学をする意義について検証することにある。

留学先として、日本人に最も人気がある国のひとつは米国であろう。語学（英語）学習という点にのみならず、我々日本人はこの大国からさまざまな文化的要素を吸収している関係上、最も親しみを感じる外国に位置付けしていることは疑う余地のないところであろう。このような背景を踏まえ、米国の大学に在籍し、学士号取得を目指している日本人留学生を対象に、アンケート調査を実施した。質問は、⑴入学の動機、⑵講義内容の理解度、⑶講義内容に対する満足度、⑷講義の内容が理解できない場合の対処法、⑸一日の学習時間、⑹日本の高等学校卒業時までに受けた英語教育の有益性、についての6項目である。これらの質問に対する回答結果を考察し、日本人留学生の学習意識、さらには留学をする意義について検証を試みる。併せて日本における英語教育に示唆するものは何かを論じる。

Ⅱ．被験者

今回のリサーチは、米国にある5つの4年制州立大学（中西部のＩ大とＭ大、西部のＣ大、太平洋岸のＯ大、および南部のＴ大）に在籍して学士号取得を目指している日本人留学生を対象に実施した。したがって語学留学している者や、日本の大学に籍を置きながら交換留学生として該当の米国大学に在籍している者は調査対象から除外した。これは、留学の目的が異なれば、学習に対する取り組み方が変わる可能性を考慮したものである。

Ⅲ．インターネット・ディレクトリーの活用

Ⅱの被験者の選出にあたっては、上記5大学のホームページ内に設けられているディレクトリーを活用した。これらの大学では、外部からホームページにアクセスした者に対してもディレクトリーの使用を認めている。検索機能（query）のスロットに、無作為に抽出した日本人の姓または名を入力した上で検索・照会し、その姓または名を持つ該当者が在籍している場合は、学部生であることを確認した上で、その電子メール・アドレスを確認・記録した。

Ⅳ．調査の方法

上記Ⅲの方法で抽出した被験者に、1997年3月下旬から4月上旬にかけてインターネット機能のひとつである電子メールを使ってアンケートを送信し、該当する項目に○をつける形式で回答してもらった。被験者からの回答も電子メールで受信した。なお、米国のコンピュータの端末には日本語フォントが備え付けられていないことを見越して、アンケートの文面は英語で作成した。アンケート送付総数は267、回収総数は106、有効回収数は93であった。したがってこのリサーチは、この33名からの回答を分析・考察して進めるものとする（アンケートの項目と回答結果は付録参照）。

Ⅴ．結果と考察

1．入学の動機（Q1）

どのような理由から、現在在籍している大学を進学先として決定したのかを問う質問である。ある程度予想していたとおり、a（現在在籍しているアカデミック・プログラムに関心があった）を選んだ者が42名（44.7%）と最も多く、留学するに当たって大学や学部を選ぶ際、そのカリキュラムの内容を見きわめ、自分に興味のある分野で勉学に励みたいという、確固たる志望動機を持つ者が少なくないことを表しているようである。また、e（日本の大学に進学して勉強するのが嫌だった）を選んだ者が9名（9.6%）あったわけであるが、これは、日本の大学受験につきまとう「偏差値至上主義」に対して "No" という回答を出した結果ではないだろうか。換言すれば、入試の難度によってのみランクづけされた日本の大学に魅力を感じていない、と解釈できるのかもしれない。i（その他）を選んだ者は26名（27.7%）で、aに次いで数字的には2番目に多かったわけであるが、その具体的な理由として、「留学先に知人がいる」や「留学先が自分にとって全く見知らぬ場所ではなかった」を挙げた者が、この26名中11名（42.3%）存在した。これは全体比にしても11.8パーセントとなる。即ち、留学先を決定する過程で、アカデミックな観点から自分に適した大学や学部を選ぶ者が主流を占める一方で、知人や土地に関する知識の有無を判断材料にする者もいることが伺い知れる。いかに物心両面で米国が身近な存在になったとはいえ、全く見ず知らずの土地で勉強することには不安を抱く者もいるということであろう。

2．講義内容の理解度（Q2）

担当教員の講義を聴き、その内容をどれくらい理解しているのかを問う質問である。ここで言う「理解度」の中には、英語のみならず、学習するべき知識も含まれると解釈するのが自然であろう。

a（90%以上）を選んだ者が43名（46.2%）で最も多く、次いでb（80-90%）とc（70-80%）を選んだ者が、それぞれ21名（22.6%）と19名（20.4%）という結果となり、約9割の学生が、講義の7割以上を理解していると自覚していることがわかる。自ら志望して、英語での講義が行なわれる米国の大学に入学を果たした者が相当数いることが、これらの数字の裏付けになっている

と言うことができるのではないだろうか。中山（1994）は、米国の大学の講義は、学生が該当するテキストの内容を把握していることを前提に進められ、教員はその中で最近の研究や自身の見解をつけ加えることによって、講義の内容を高度なものに保っている、と報告している。講義を受ける側の学生が、自分達の実力を過大評価しているケースもあり得ようが、この講義の質の高さを考慮すれば、これらの数字は一定の評価に値しよう。同時に、言語のハンディキャップを克服して、講義内容を理解しようと努力する日本人留学生の姿が垣間見えるようである。

3．講義内容に対する満足度（Q３）

75名（79.8%）がa（満足している）と回答しており、８割の学生が、現在在籍しているアカデミック・プログラムの講義内容に満足していることがわかる。その理由としては、a（講義がおもしろい）を選んだ者が40名（51.9%）と最も多く、次いでc（自分にやる気がある）の29名（37.7%）と続く。自分がある程度納得して学校や学部を選んだことで、本来あるべき筈の動機づけがなされていることが、これらの数字に反映されているようである。

また、b（満足していない）を選んだ19名（20.2%）の理由としては、d（その他）が圧倒的に多く、16名（84.2%）となったわけであるが、この具体的な内容は、該当する各被験者間でばらつきがあり、全体的な傾向を推察できるには至らなかった。しかしながら、筆者の目を引いたのは、３名が「講義の受講者数が多すぎる」と回答していることである。これは、後方に行くにしたがって座席の位置が少しずつ高くなる大教室が、受講生で埋まるような講義を指して出た意見ではなかろうか。日本の大学でもマス授業の弊害が指摘されているが、米国の大学でも、これが留学生にとっては講義を集中して聴くことの妨げになっていることを示唆するものである。

ちなみに筆者の経験では、最も受講し易いと感じた講義は、定員30名、もしくはそれ以下の受講生数を見越して、その人数に見合った広さを持つ教室で行なわれるものであった。

4．講義の内容が理解できない場合の対処法（Q４）

b（講義終了後、担当教員に質問する）と回答した者が最も多く、63名（64.9%）にのぼった。これにa（講義中に担当教員に質問する）を選んだ８名（8.2%）を加えると、７割以上の学生が、疑問点や難解な事がらを直接担当教員にたずねていることになる。これに対してc（友達に教えてもらう）を選んだ者は17名（17.5%）にとどまった。これは好ましい傾向として評価してよいであろう。担当教員に質問をすることが、迅速かつ適確に答えを得られる最良の方法だからである。梅田（1996）が、在日米国大学であるミネソタ州立大学機構秋田校の一般教養課程に在籍する日本人学生に同じ質問をしたところ、半数を超える学生が、「友達に教えてもらう」と回答した。日本人クラスメートの数が多いことが、この回答を導き出したひとつの要因であろうが、この２つのリサーチの結果に限って言えば、米国の大学ということは共通しているものの、日本にある場合と米国にある場合とでは、学生の疑問点解決の方策については異なる傾向にある、ということであろう。松香（1989）は、米国人の学生は、日本人であれば知っていて当然であると思われるような事についても平気で教員に質問することが多々ある、と報告している。日本人留学生が少々的外れな質問をしても、気にする必要はあるまい。重要なことは、講義を聴いて理解できない点があれば、まず教員に質問をする、ということであろう。

5．一日の学習時間（Q５）

一日の講義を受けた後の学習時間についてたずねたものである。e（３時間）を選んだ者が28名（30.8%）で最も多く、次いでf（４時間）と回答した23名（25.3%）と続く。また、g（５時間以上）を選んだ者も20名（22.0%）となっている。したがって、８割近くの学生が一日に少なくとも３時間は学習に時間をかけている事がわかる。これは、アメリカの大学は文字どおり勉強に勤しむ場所であるということを裏付けるものである。高山（1998）は、自らの体験談として、米国留学最初の一学期間は、食事と睡眠時間を除いてすべて勉学にあて、学期が終わるまで休みの日を持つことはなかった、と述べている。

ところで、この勉強の厳しさは、何も留学生だけに限られたことではない。米国人の学生でも、毎日大学の図書館に夜遅くまで残るなどしてかなりの時間を学習に費やしている者は数多い。入学から一年経過した時点で、Grade Point Average（GPA＝平均評定値）が基準点を下回れば強制退学（dropout）となることを考えてみても、米国の大学のアカデミック・プログラムを修了するためには、明確な目標を持ち、かつそれ相当の時間を学習に充てて取り組むことが必要不可欠なのである。

6．日本の高等学校卒業時までに受けた英語教育の有益性（Q６）

a（大いに役立っている）とb（少しは役立っている）を選んだ者が合わせて41名（44.1%）であった。これに反してc（あまり役立っていない）とd（全く役立っていない）を選んだ者は合わせて51名（54.8%）となり、前者を上回る結果となった。高等学校までに学習した英語の留学時における有益性については、学生間で意見が分かれるようである。

Q６aは、前述の41名を対象に、具体的にどの英語能力について有益性を感じているのかをたずねたものであるが、e（文法に関する能力）とb（読解力・語彙力に関する能力）を選んだ者が、それぞれ27名（44.3%）と14名（23.0%）という結果となった。この要因として、eについては米国の大学ではアサインメントとして、リサーチペーパーの執筆が頻繁に求められることが挙げられよう。その内容が優れたものであっても、英文に文法の誤用がある場合には良い成績は期待できないし、この点で日本の英語教育で身につけた文法に関する知識が役立っていると思われる。また、bについては前述の文法に関する能力と併せて、講義で使われるテキストを読む際に必要な能力としてやはり高等学校卒業時までに習得した単語力・熟語力が貢献しているのではなかろうか。実際に留学中の被験者間では、日本で受けた英語教育全般についてはネガティヴな意見を持っている者の方が多かったわけであるが、筆者の留学経験では、やはり文法については日本の英語教育の恩恵を受けたと感じられる点が少なくない。「受験のための英語」というレッテルを貼られがちな日本の英語教育を、その意味でも今一度、異なった様々な視点から見直してもよいのではないだろうか。

VI. おわりに

米国の5つの4年制州立大学に在籍して学士号取得を目指している日本人留学生を対象に、彼らの学習意識について電子メールによるアンケート調査を行なった。各被験者の留学前の経歴や年齢は異なるし、さらには現在在籍している大学での専攻分野が多岐にわたる、などの要素を考慮する必要はあるものの、全体的には、自ら志望して在籍するアカデミック・プログラムを完遂するべく、真剣に勉学に取り組む姿勢が確認できたように思われる。加えて、留学を成功裡に導くためには英語力の習得はもちろんのこと、毎日の講義内容を確実に理解しようとする姿勢が如何に大切であるかをあらためて認識させられた。

萬戸（1992）は、米国大学の正規課程で学習していくだけの力をつけるということになると、英語を使う力、すなわちその運用能力（communicative competence）を身につけることが不可欠である、と報告している。具体的に述べるとすれば、講義を聴き、その内容を理解し、テキストを読み、リサーチペーパーを執筆し、必要に応じてクラスメートとのディスカッションにも参加できる、など、極めて高度なスキルということになろう。将来米国の大学に留学を希望している人達は、正規の留学とは、生半可な気持ちでは完遂できるものではないということを、肝に銘じておく必要があるだろう。

同時に、近年ようやくオーラル・コミュニケーションに重点を置き始めた日本における英語教育の内容も、今一度吟味する必要があるのではないだろうか。

「日常で使える英語」に触れる機会を多くすることは大いに結構なことであるが、反面、総合的に英語力を向上させることも肝要である。読解力や文法力を養成する授業をおろそかにすることは避けるべきであろう。なぜならば、これらの能力を身につけることによって、V・6で述べたように、英語を媒体として、大学レベルのアカデミックな知識の習得が可能となるからである。そして、このことが、現在の日本を取り巻く国際社会を生きてゆくための糧になることは想像に難くない。

留学とは、勉学に関して自己を厳しい条件の中に置くことに他ならない。これは、日米間の往来が迅速に、手軽に、しかも安全にできるようになった今日でも、変わることがない定義であろう。その厳しさの中で自らの視野を広げ、教養を身につけた者が国際社会の中で大いに飛躍する可能性を秘めていると言うことができよう。殊に21世紀を担う若い世代の人達には、興味と関心があれば機会を見い出して積極的に海外で勉学に励んでもらいたい。同時に、日本・米国のいずれの大学に進学するにせよ、「自分はどのような目的を持って大学生活を送るべきか」を今一度自問自答してもらいたいと思う。

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付録

米国大学に在籍する日本人留学生の、学習意識調査および結果

Q. 1 : Why did you decide to study at this university? (Choose one.)

a.I am interested in the academic program in which I am enrolled at this university.	42 (44.7%)
b.I want to learn from famous professors／instructors at this university.	1 (1.1%)
c.I am attracted to this university's reasonable tuition.	3 (3.2%)
d.I am interested in English and American culture.	2 (2.1%)
e.I did not like studying at a Japanese college／university.	9 (9.6%)
f.I was only admitted to this university.(Although I sent applications to some other American universities, I was not admitted to any of them but this university.)	4 (4.3%)
g.My parents／relatives recommended this university to me.	6 (6.4%)
h.My company／sponsor recommended this university to me.	1 (1.1%)
i.Other(Specify.)	26 (27.7%)

Q. 2 : How much of the lectures in class do you think you usually understand? (Choose one.)

a.More than 90%	43 (46.2%)
b.80-90%	21 (22.6%)
c.70-80%	19 (20.4%)
d.60-70%	9 (9.7%)
e.Less than 60%	1 (1.1%)

Q. 3 : Are you satisfied with the content of the academic program in which you are enrolled at this university?

a.Yes.……→ (Go to Q.3a.)	75 (79.8%)

b.No. ·······→ (Go to Q.3b.)	19 (20.2%)

Q.3a : Why do you think you are satisfied with it? (Choose one.)

a.The lectures are interesting.	40 (51.9%)
b.I can understand the lectures very well.	4 (5.2%)
c.I have a motivation to study.	29 (37.7%)
d.Other(Specify.)	4 (5.2%)

Q.3b : Why do you think you are NOT satisfied with it? (Choose one.)

a.The lectures are boring.	1 (5.3%)
b.I can not understand the lectures very well.	2 (10.5%)
c.I have no motivation to study.	0 (0.0%)
d.Other(Specify.)	16 (84.2%)

Q. 4 : What do you do when you do not understand What the professors are saying in the lectures? (Choose one.)

a.I ask questions to the professors in class.	8 (8.2%)
b.I ask questions to the professors after class.	63 (64.9%)
c.I ask questions to my classmates.	17 (17.5%)
d.I do nothing.	0 (0.0%)
e.Other(Specify.)	9 (9.3%)

Q. 5 : After school, how long do you usually study each day? (Choose one.)

a.Not at all.	0 (0.0%)
b.About 30 minutes.	1 (1.1%)
c. About 1 hour.	6 (6.6%)
d.About 2 hours.	13 (14.3%)
e. About 3 hours.	28 (30.8%)
f. About 4 hours.	23 (25.3%)
g.5 hours or more.	20 (22.0%)

Q. 6 : Do you think the English that you learned at Japanese junior and senior high school helps you study at this university? (Choose one.)

a.Yes,very much.·······→ (Go to Q.6a.)	10 (10.8%)
b.Yes,a little.·······→ (Go to Q.6a.)	31 (33.3%)
c.No,not very much.	40 (43.0%)
d.No,not at all.	11 (11.8%)
e.I have never attended Japanese junior or senior high school.	1 (1.1%)

Q.6a : Which of the following abilities you currently need is helped by the English you learned at Japanese junior and senior high school? (Choose as many as you want.)

a.Listening ability	5 (8.2%)
b.Reading ability(including vocabulary)	14 (23.0%)
c.Speaking ability	7 (11.5%)
d.Writing ability	8 (13.1%)
e.Grammatical ability	27 (44.3%)
f.Other(Specify.)	0 (0.0%)

The purpose of this research is twofold: (1) to examine how Japanese students feel about studying in regular academic programs at American universities, and (2) to investigate in what ways these students enjoy and benefit from studying and looking for academic degrees in the United States. In order to conduct this research, a questionnaire including six questions was sent by e-mail to 267 Japanese students studying for bachelor's degrees in five different U. S. universities, of which 93 were completed and returned. The data have been collected and analyzed. The results demonstrate that the students are well-motivated and are working diligently to earn bachelor's degrees. In addition, it has been found that some of these students have a totally different opinion about current English education in Japan.

Markley & Herbert, cont'd from p. 17.

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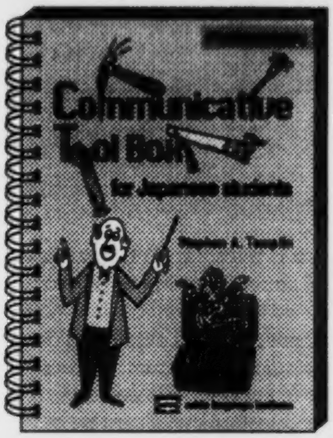

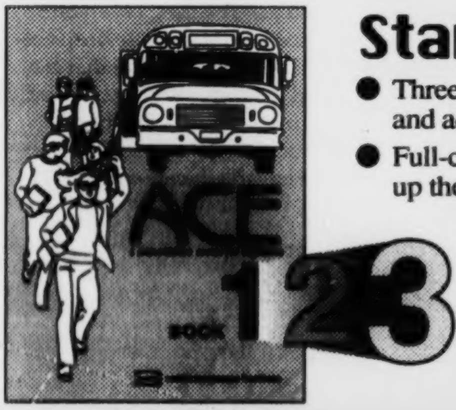

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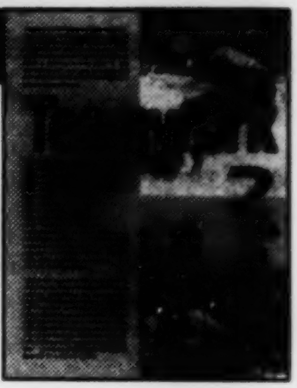

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1998 TESOL Russia—Far East International Conference

September 22 - 24, 1998, Khabarovsk, Russia

Reported by Stephen Ryan, *Eichi University*

"See you in Khabarovsk in 1998," we had promised at the end of the first International Conference organised by TESOL Russia—Far East in Vladivostok two years ago. It had been said more in hope than anything else. The original conference had been a triumph of hope over adversity: organised on one telephone line and a lot of good-will, it had been a great success, bringing together English teachers from throughout the Russian Far East for their first ever conference, an emotional as well as a professional occasion. But who knew what the next two years would bring?

Well, they brought a creeping sense of economic recovery and political stability, and then in mid-August, 1998, the dramatic crushing of hope and dreams as the rouble collapsed and banks all over Russia closed their doors. Nevertheless, a month later, we did indeed meet again in Khabarovsk for the second International Conference, organised by the newly re-named Far Eastern English Language Teachers Association (FEELTA).

Teachers arrived by train and by plane, 13 hours up the track from Vladivostok, a day and a night by bus and train from Nikolaevsk-on-Amur, 24 hours of flights and departure lounges from Western Siberia. Over 400 in all, hungry for professional contact and new ideas. Many more though, did not make it. Sponsorship money failed to arrive; hotel and travel expenses suddenly became unaffordable; a difficult, hungry winter loomed.

We gathered in Khabarovsk, on the banks of the Amur River, within sight of China, on the edge of the taiga (which has burned for most of the summer, sending huge clouds of smoke over the city at times). It is a spacious city with a bustling main street and European-style architecture. The State Pedagogical University and the University of Economics and Law were our hosts.

After welcome speeches, musical performances and opening plenaries, one by Mary Speer from the US Information Service and one by myself, the conference divided into six themed parallel sessions: Phonetics, Grammar, Vocabulary, and Literature; Cross-Cultural Issues; ESP and Business English; Video and CALL; Teacher Education; and Teaching English in Secondary Schools.

I followed the Cross-Cultural Issues strand and found it to be concerned mainly with the problems of translators, interpreters and those who train them. There was particular emphasis on words in Russian and English which seem to be untranslatable. "Demonstration" was offered as an example. Apparently it is an old saw that Americans demonstrate against things and Russians in favour of things, so the word has quite different connotations in English and Russian. A member of the audience pointed out that this is no longer true, that increasingly Russians are holding demonstrations *against* the government. This pattern repeated itself many times: claims about differences between Russian and English were moderated by remarks on the changing connotations of Russian words. The Russian language, it seems, is keeping pace with the rapid changes in Russian society as a whole, leaving translators gasping to keep up.

In other strands of the conference, a major point of discussion was the role of grammar in English teaching. Should it be central, as it has been in the past? Should it become somehow peripheral? If so, what is to replace it at the centre: communication? culture? There was a real sense that teachers were engaging with and learning about issues which preoccupy them in their professional lives.

For a visitor from Japan, the quality of teachers' English and the breadth of familiarity with English texts was no less than astonishing. Russian higher education is still adept at turning out teachers who not only know English but are also true connoisseurs of the language. Visits to university classrooms revealed that small classes are one of the secrets of this success: four students in a conversation class; 11 in a discussion, in English, of the role of the United Nations; 14 in a lecture, also in English, on lexicology.

It was not all work. There were thoughtfully organised social events as well: a tour of the city, a cruise on the Amur, an opening reception and closing meal, at which old friendships were renewed and new contacts made.

The conference organisers, led by FEELTA President Galina Lovtsevich, are to be congratulated on their flexibility and perseverance in organising a highly successful and enjoyable conference in times of growing adversity. See you again in Vladivostok in 2000.

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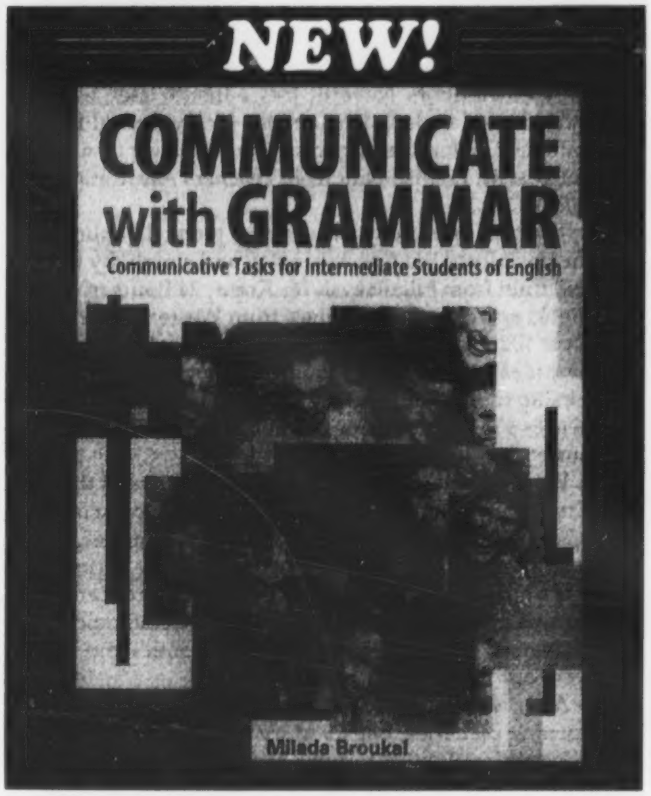

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

All JALT Chapters are warmly invited to submit a 900-950 word report (in English and/or Japanese) describing their many fascinating special activities, challenges, experiences, achievements, and opinions. This month, Toyohashi's President, Richard Marshall, and founding president, Nozawa Kazunori outline how their chapter fought back from the brink of death.

Toyohashi

初代豊橋支部長として支部を振り返る

1978年海外留学から戻り、名古屋に就職後、すぐに会員になったが、翌年から名古屋（旧東海）支部の会計委員として支部運営に協力し、活動に積極的に参加した。1982年の豊橋への転居後は、時折名古屋支部の例会に参加していたが、時間的な問題もあり、居住地域での支部設立を考えた。当時の支部設立条件はAffiliateとしては一般会員25名でよく、筆者の勤務先の同僚や非常勤先の関係者に協力を求めたり、地元の英語学校などに足を運び、会員確保に奔走した。約1年間の努力の成果であろうか、何とかAffiliateとしての条件を満たし、少ない予算の中、できる限りのプログラムを提供した。しかし、支部でなければ、本部からの財政的な援助も少なく、魅力あるプログラムなど提供できないと考え、団体会員を幾つか獲得したりし、必要人数の50名を揃え、1986年に支部となった。1987-91年の全国運営委員（渉外担当）としての貢献に加え、1993年まで初代豊橋支部長として支部運営にも積極的に携わった。東三河の地方都市２つを中心に支部設立をし、年8～11回の月例会を開催して、地元に貢献した訳だが、その道程は決して容易ではなかった。講演者旅費・謝金の限界、ボランティア精神旺盛な役員の不足、保守的な地盤での一般会員獲得の困難さなどあったが、他の支部に負けないプログラムを提供し、直接・間接的に地元教育界に貢献したと言えよう。　設立後10数年たっても存続し、活発に活動している状況からも、支部設立の意義はあったと回顧している。今は離れた地域に在住するが、益々の支部発展を願うものである。

（野澤和典　初代豊橋支部長）

Chapters, particularly smaller chapters like Toyohashi, are organic entities. They have a life cycle like any organic entity. They begin to exist, grow rapidly at first, and evolve into mature and stable entities. They go through mid-life crises, and either develop into a stronger chapter or wither away and die. Toyohashi has experienced all of these phases except death, although it was in the intensive care unit for some time.

When I became the president of Toyohashi, we had a constant membership of around 30 members. Monthly meetings were well attended. We had a full slate of officers and a number of people willing to serve as officers. We had a wonderful centrally located place to hold meetings and sufficient funds to bring in attractive speakers. Everything was going well. Appearances, nevertheless, can be deceiving.

Slowly, we were unable to replace the members we lost. The revised chapter grant formula resulted in Toyohashi receiving a smaller grant from JALT. Hence, we had to cut back on meetings. We lost our meeting place. Fewer people were willing to serve as officers. Year after year, the same members served as officers. For some, it was not by choice. They wanted to give up their positions, but no one was willing to replace them. Gradually, the cohesiveness which held the chapter together in its early years disappeared. Two years ago, we touched bottom. We had only 13 members. Unless a miracle happened, it was probable that Toyohashi would lose its chapter.

Fortunately, things began to improve. Over the last eighteen months, several long-time members began to take responsibility for the running of our chapter. People who had never served as officers volunteered their services.

In the past, we had not placed much emphasis on recruiting new members. This changed.

Members began to ask their colleagues and friends to come to meetings, realizing that they had to contribute to the success of the chapter or lose it. The last few months have been good ones. Our membership is up substantially. In October 1998, we had 33 members, more than in years. New people have volunteered to serve as officers. We have a new president. The future looks bright for Toyohashi.

So what have I learned from Toyohashi's travails? When I became president, I thought my job was simply to ensure that we had a speaker for our meetings, a place to hold the meetings, and that the various reports JALT requires were filed on time. I was wrong. That is the smallest and least important part of a president's job. A president's main job, particularly in a small chapter, is to cajole, persuade, frighten, (whatever it takes) the members of the chapter to realize that a chapter will only be a success if all the members contribute to its success.

Richard J. Marshall
Toyohashi President
(1995-1998)

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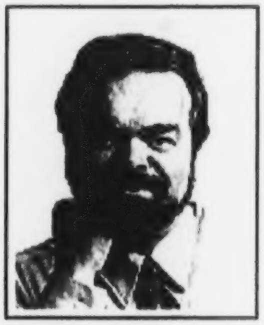

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My Share

edited by sandra j. smith & oishi harumi

The Poster Preview Task

Keith Ford, *Waseda University*

This paper describes an interactive poster session which was introduced into the process of preparing whole-class presentations. It generated dynamic learner interaction at a time when learners had previously been preoccupied with individual memorization of speeches. It also provided learners with valuable peer feedback. The poster became the focal point of a presentation *preview* activity in which participants engaged in a lively and informal exchange of ideas about their chosen topic.

Setting

The learners involved in the Poster Preview task were mixed ability Freshman English majors who meet four times a week (90-minute classes) at Kanda University of International Studies in Chiba, Japan. These learners work in a project-oriented classroom, with an emphasis on learners developing their communicative proficiency and ability for self-direction. The syllabus, guided by the principles of high levels of interaction and interdependence, consists of thematic cycles of input, project (preparation and performance of presentations), and evaluation/assessment (Ford and Torpey, 1998). Therefore, learners are regularly engaged in the task of researching a chosen topic within the parameters of a particular theme. In the *Travel* unit they may be preparing to present a simulated guided tour of a country; in *Advertising*, they may be creating and promoting their own product. This preparation involves four to five 90-minute classes.

The Rationale for the Task

Prior to the introduction of the Poster Preview task, it was noted that on their final preparation day learners tended to become unduly preoccupied with trying to memorize their individual speeches. This resulted in very little interaction or communication between presentation group members.

This raised the question as to how this period could be made more dynamic and interactive so that learners were using the target language naturally and spontaneously, while at the same time getting some of the practice they needed for giving their presentations. Furthermore, after working in small groups for an extended period of time, could a sense of classroom community and shared experience be reintroduced?

The solution was the introduction of an interactive Poster Preview task where learners gave some of their peers a *preview* of their presentation content. Done prior to the final day's preparation, it can provide valuable peer feedback, assisting in further refinement of presentation content and style. As such, it promotes learners' awareness of the value of reviewing, recycling and reformulating both content and language in preparing their final product.

The Poster Preview

As part of the project assignment, related to the theme of *Travel*, learners were given the outline of the Poster Preview task shown in Figure 1.

At the beginning of the penultimate day of preparation for the presentations, half the class displayed their posters around the classroom. The class of thirty learners were working in ten presentation groups of three. Five groups presented their posters for the first half of the ninety-minute class while the others rotated every fifteen minutes in their groups to view them. In the second half of the class, roles were reversed and the process repeated. In a forty-five minute period groups presented their poster three times.

In order to encourage contingent interaction, learners were not permitted to hold notes or scripts. All presenters and viewers were required to contribute, standing closely together around the poster in order to ease interaction and conversation.

Figure 1: Poster Preview instructions to students

The Poster Preview

You should spend about 30 minutes out of class preparing your poster:

- include an outline of a map of the country
- do NOT write the name of the country on the poster
- in one corner of the poster you should draw the flag of the country
- also include at least three cultural symbols of the country—they might be food, sport, dance, traditional greetings, festivals, types of traditional transport, historical figures (people), famous buildings, or words from another language, etc.

Groups will take it in turn to view and present their posters.

Groups presenting posters should:

- explain their symbols
- describe the content of their presentations
- answer any questions

Groups viewing posters should:

- find a group who is standing by their poster
- guess what country is on the poster and discuss the cultural symbols
- ask questions about the presenters' chosen country
- move to a new group after about 15 minutes
- view three different posters.

Remember, this is not only a practice of your presentation. It is a conversation about your chosen country and about your poster.

Learners' Comments

Learners' reactions to the Poster Preview activity were positive both from the perspective of presenting and viewing the posters. Primarily, they considered it useful for further refining their presentations, perhaps as a result of viewing a particularly well-informed and well-prepared group, or by recognizing the need to do further research after having been asked an appropriate question about their topic that they could not answer. As such, it had a positive affective value in that it acted as a confidence-building mechanism for the subsequent whole-class presentation.

The poster itself became a greater focus of attention than in a formal presentation, giving learners the opportunity to express, and receive praise for, their creativity and artwork. The informal atmosphere of the Poster Preview task results in the kind of exchange of information, experiences and views which the formality of the whole-class presentation does not allow for. As one learner described it, "It was kind of like visiting a lot of stores."

References

Ford, K., and Torpey, M. (1998). Principles and practice of materials design for promoting interaction and interdependence in the EFL classroom. *The Journal of Kanda University of International Studies 10*, 397-436.

Quick Guide

Key Words: Communication, Learner-Learner Interaction
Learner English Level: Low Intermediate and above
Learner Maturity Level: All
Preparation Time: 30 minutes of student time (as part of process of preparing presentation)
Activity Time: 90-minute class

Jigsaw Crossword Puzzles for Conversation Management and Lexical Review

Keith Lane with Roberta Golliher, *Miyazaki International College*

The jigsaw crossword puzzle is a cooperative learning activity which provides students a combination of conversation practice and lexical review. Groups of four students have to devise and give each other oral hints in order to complete a crossword frame. In the process they practice turn taking, repair, negotiation of meaning, and circumlocution, all aspects of good conversational competence. Vocabulary is reinforced when students recall the needed vocabulary after listening to their classmates describe it. At the same time, the meanings of words and their relationships to other words are elaborated throughout the process of reflection and explanation.

Here is how to prepare a jigsaw crossword puzzle. First, the teacher must create an original crossword frame. This sample frame consists of words in a reading on flamingos that the students would have studied.

Once the teacher has the basic frame, he is ready to make it a "jigsaw" crossword puzzle—one that provides four students with different pieces of the puzzle which they must fit together during the activity. The teacher should make four blank versions of the crossword frame and include and omit some of the words in each. Each student in a group of four will get one of these. In the sample frame above there are fifteen words and each student should get half of these words (seven or eight), but no two papers should be identical. The end result should guarantee that each word is provided to two students and is left blank on the pages of two students. My method for doing this is fairly simple, though initially teachers may find it rather labor intensive. Take the four blank sheets. One paper is 'EE' (even across, even down). On this page all even numbered words are included, all odd numbered words removed. The next paper is 'OO' (odd across, odd down); all odd numbered words are included and even numbered words removed. The third paper is 'EO' (even across, odd down). The fourth

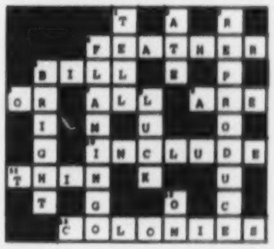
Figure 1: Sample Crossword

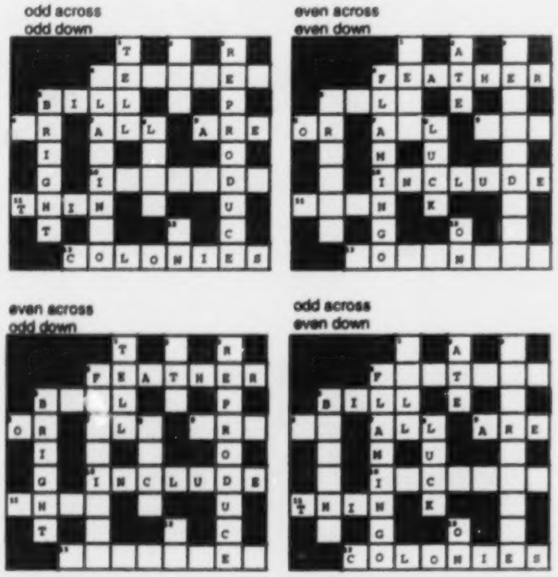

Figure 2: Crossword Jigsaw

paper is, logically, 'OE' (odd across, even down). The flamingo puzzle above would be parsed like Figure 2:

The effect of this division is that all participants have fifty percent of the puzzle completed and fifty percent to complete. Also, each word appears on the sheets of two students. This is important. Sometimes students will not recognize the meaning of a word well enough to explain it, and the result of only one student having that particular word could easily cause the activity to come to a halt. On the receptive end a similar process is at work. The probability of successful recall is increased when two are guessing. Often one student's incorrect guess will trigger another's correct guess. Weak students and strong students are not as imposed upon as when working together in two-way information gap activities. Here is how the flamingo puzzle may play out, for instance:

EE: Who has number seven down?
OO: I do. It means 'make babies.'
EO: Flamingos do this by laying eggs.
OE: (guessing) Is it 'reproduce?'
OO: Good. Yes.

Notice in this exchange that EE does not direct her question to OO but to the entire group. This is because she does not know exactly who has an answer for the question. While the teacher knows that EE and OO are completely complementary, and that EO and OE are, too, this information is not given to the students nor are they aware of who in the group is OO, EE, etc. Both OO and EO are obligated to answer EE. OE listens, too, because she also has a blank seven down; it is actually she who guesses the answer and either OO or EO could confirm it. This creates a very interesting and collaborative dynamic among the participants more or less equally. A fifth or even sixth student (an extra EE and OO, for example) can be added to an unsupervised group without it disintegrating into two 'camps'. Once the word is said, it can be written down, and students should be encouraged to ask about and confirm spelling. This is a nice, additional interactive gambit.

The best words to select for the puzzle are those which have been taught in class at some point. Reviewing vocabulary reinforces retention but also contributes to the 'culture' of the class, an important affective feature. Additionally, you will want to include words which are very easy. In the examples the words 'or', 'ate', 'on', and 'are' were included not because the students needed reinforcement with these words but because they provide additional explanation practice and, when added to the puzzle, provide letters in some of the boxes to help students recall the harder words. Words which students are likely to have little or no familiarity with are to be avoided; this is an activity for reviewing vocabulary rather than introducing it.

Additional suggestions: The first time this activity is tried, the puzzle creator and the students will both feel more satisfied if the puzzle is shorter and easier rather than longer and harder. Do not imagine that you will be able to fit each and every one of the review vocabulary words into your puzzle; you will get frustrated. Crossword puzzle software programs, such as Mindscape's Crossword Magic, can relieve a lot of preparation frustration, but even these will require a degree of low-tech pencil and paper work. Finally, this discussion assumes an English-only rule. However, with exceptionally low-level students, or secondary school classes, teachers may want to consider using this as a translation exercise. In that case the hint for number four across would be *hane*. Of course some of the conversational value of the activity is reduced if this is done, but it still elicits recall of the item and can be more motivating than merely working from a list of words.

Quick Guide
Key Words: Vocabulary, Conversation Skills
Learner English Level: All levels
Learner Maturity Level: Jr. High - Adult
Preparation Time: Varies
Activity Time: Varies

Pass It On: A Flexible Activity

Stu Ruttan, *Hiroshima Suzugamine Women's College*

The following activity helps students learn language and content while actively involving them in speaking English. In addition, it is flexible enough to be accommodated in a variety of courses. Using words or phrases on index cards, student pairings, and 10—15 minutes of class time, the teacher can both observe and evaluate how the students are performing with respect to the course materials and their language skills, and instill in the students a certain responsibility to communicate with their classmates. I describe below the general procedure of the activity, followed by variations of it for reading, writing, and discussion courses.

General Procedure

Prepare index cards by writing key words or phrases, one per card, which are important to the topic being studied in a particular course. You will need enough cards for half of the class as this activity is best done in pairs. Gather the students and have them stand in a group, or two groups if you have more than thirty students. Next, give half of the students one card each.

Instruct all students that a student with a card will join one without a card. The partners read the word or phrase and then try to talk about it as much as they are able in English. I ask students to consider questions such as the following: What does the word or phrase mean? How did we use it when we studied the topic? What does this word make you think of about the topic? Can you remember any details or important information? (I usually write questions like these on the board.) A two-minute time limit per card is wise because it keeps the students focused. Next, tell the students that first had the cards to give them to their partners. The student that receives the card then finds another partner without a card and begins to talk. Repeat this activity a number of times until the students have had a chance to talk about most of the cards.

In a Short Story Reading Course

Level: Beginner to Intermediate

The purposes of the activity that follows are to develop vocabulary understanding and reading comprehension. After assigning one or two chapters of a story, I want the students to talk and think about the important vocabulary and sections. I prefer my reading classes to be quite oral so that I can quickly assess how well the students are understanding the material. Additionally, I believe that in beginner to intermediate levels oral activities increase confidence in students as they experience their reading, when, for instance, each comes to realize that others share their struggles to understand the story.

I like to begin class with the activity outlined in the "General Procedure" above, as it gets the students on task, focusing on the story; key words, new vocabulary, and phrases from the story are useful topics for the cards. To gauge how the students are doing with the reading materials, I walk around and listen in on the students and assist them if they are really struggling with pronunciation, expression and understanding, and if they have any questions. However, I try to stay out of the communication process and allow the students to talk, in English, as freely as possible.

In a Writing Class

Level: all

I have used this activity with all levels of students in various writing course contexts, but it is especially useful in content courses as a way of generating ideas for students to write about and write with. On a set of cards (one set = 10 cards for 20 students) I write composition topics or themes that are related to the content and genre of writing I wish my students to produce. For example, if the focus is personal writing, then topics could include "your family" or "your high school life." Usually, the number of topics is smaller than the number of students, so the same topic may be written on two or three different cards. One slight change from the general procedure is that students take notes on a piece of paper as they share ideas with their partner. You will need to allow some extra time for note taking. Also, I encourage students to think positively about repeating discussion about a topic since each person may have different ideas, and they might be helping each other gain new perspectives. This is an excellent opportunity to talk with higher level students about how different ideas are encouraged in writing. Thus, the activity of sharing the cards can act not only as a communicative activity, but also as a great opportunity to talk with the students about the importance of having one's own ideas and perspectives in writing.

In a Discussion Skills Course

Level: High-beginner to Lower Advanced

In a discussion course, students need to learn a variety of language strategies, such as asking for agreement. Along with these strategies are particular phrases and vocabulary that must be studied, for example gambits like "Don't you agree?" To assist the students in remembering the gambits, I write various strategies such as "Asking for Opinions" or "Interrupting" on cards. Using the general procedure described above, I then ask the students to try to recall as many gambits as possible with their partner by instructing them to think about the following: "Can you understand the strategy? What are some examples of this strategy? Can you use the examples in different sentences?" Additionally, I stress that they need to know when a particular word or phrase is used. Therefore, I ask them to try to talk about when a particular gambit is used in a discussion. Obviously, this last activity is quite difficult as I am asking my students to talk about usage. However, even by considering the language and its uses without being able to articulate their ideas in English, they involve themselves in language learning processes.

Conclusion

"Pass It On" remains a fixture in my repertoire of activities. Though this article has outlined only three language learning contexts, the general procedure can be used in a variety of ways for a variety of purposes. You may, for instance, wish to treat it as a pure language activity, such as improving vocabulary skills, or you may want to observe how students in a new class will interact. "Pass It On" can be applied in a range of language learning situations and course contexts, from beginning students to more advanced, and at any time in a particular class. I often find that the students enjoy this activity and it really does help them understand what they know and what they do not know.

Quick Guide
Key Words: Student Interaction, Consolidation Activity
Learner English Level: All levels
Learner Maturity Level: Jr. High - Adult
Preparation Time: 15 minutes
Activity Time: Varies

Standing Committee on Employment Practices: Report from the JALT President

by Gene van Troyer

The January 1996 Annual General Meeting at the Hiroshima JALT conference approved a "JALT Policy on Discrimination," Section 2 of which read:

> The President, in consultation with the Executive Board, is empowered to appoint and fund a Standing Committee on Employment Practices. The committee shall reflect the cultural diversity of JALT. The responsibility of this committee shall be to advance recommendations to the President for action plans. (For the complete text of this policy, please see the *1998 Information & Directory of Officers and Associate Members*, p. 4; for a list of the committee members, p. 19.)

Some members of JALT have expressed frustration that it has taken so long for the recommendations to materialize. This is a fact of life when dealing with committees: the process of considering issues takes time. It took three months to assemble a balanced team that met the criteria mentioned above, and three meetings over the course of 1997 to put together the realistic set of action plans outlined below. Moreover, a major purpose of committees is to put the brakes on the possibly rash actions of a single individual.

Before getting onto the matter of the SCOEP recommendations, I would like to clarify what the policy actually means: the SCOEP is the President's committee. He appoints and funds it, with the approval of the Executive Board, and it reports to the President. Only members of the SCOEP have a vote on the committee. Non-committee members have no say in what issues the committee will deliberate; they ARE welcome to offer input and attend meetings, but they have no vote on the recommendations that are advanced to the President as action plans; nor can the President be compelled to act on those recommendations without the approval of the Executive Board. After the SCOEP was assembled sometime in December 1996, I forwarded the following overview of what the SCOEP is about to all committee members:

JALT President's interpretation of the mandate

The specific purpose of the Standing Committee on Employment Practices is to recommend action plans to the President who, if they are accepted, implements them. In my view it is of utmost importance that such action plans be realistic, that they be workable within the context of Japan, and that they not involve direct labor advocacy actions. While I believe that JALT has every right to express an organizational view (or opinion) about issues that affect the professional lives of its members—indeed, a professional responsibility to recognize these matters and to have a public stance concerning them—I do not believe that the organization can afford to become directly involved in labor disputes or labor union-like activities. This is because JALT is a *gakkai*, not a *kumiai*, on the one hand, and because it lacks the resources (both money and expertise) to function effectively in labor issues.

The question is, what can we do that is realistic, appropriate, and will not cause us to be shunned by education boards and members or potential members who may fear that association with JALT might cause them potential problems? One thing I believe we can do is to issue position papers, press releases if you will, expressing how we as a professional organization feel about employment issues that have a professional impact on our members.

As to the nature of closed as opposed to open meetings: yes, of course all meetings in JALT are open. However, in terms of e-mail listservers or chatrooms, I believe they should be restricted to committee members only. Keeping it open to anyone who wishes to come on will possibly result in counterproductive debates between committee members and non-committee members that could lead to gridlock. This is what happened with the Ad Hoc Committee on Faculty Terminations—everyone on the routing list thought they were committee members, when actually only 5 or 6 people were directly appointed, as opposed to the other 30 to 40 who were invited to offer input. It is sufficient that you be open to input, but in my view it is not necessary to allow non-committee members to participate in the committee's internal discussion process.

Since the motion directly empowers the JALT President to appoint a committee to recommend action plans to the President, this means that administratively you come under the office of the President and therefore that you report to the President. It also means that I am de facto a member of the committee. However, I do not plan to actively contribute to the discussion in major ways; your purpose is to advise me and through me, all of JALT.

It is imperative that all committee members maintain the utmost, professional and collegial regard and decorum for all other members. I believe that we are all, ultimately, moving towards the same goal, which is to serve the membership of JALT in the best way possible. The question is not the goal, but how best to achieve it.

I hope this gives everyone something more specific to work with. I should also mention that as a Standing Committee, the Committee on Employment Practices can make proposals to the floor, which can become motions if a voting member of the Executive Board sponsors them, even if the President disagrees with them. The Committee Co-Chairs are appointed national officers, and have the right to make proposals. This is important because if there is a split between the views of the President and the Committee, it means the Committee still has an avenue of redress. Don't forget: the President is just a human being (and this President, me, is something of an administrative technocrat who wants to get things done for the benefit of the broadest base of members); as a human, the JALT President is not perfect. That's why the President needs a committee like this.

The SCOEP operated under the above overview

What follows are the recommendations only. As of this date I have yet to determine which of them I can act on right now, without further approval of the JALT Executive Board (EB), and those which require careful consideration and approval by the EB. Clearly, recommendations II, III and VI require such approval because they involve an expenditure of JALT funds. Until I have made this determination, they will remain what they are: recommendations and advice. In my view, there are many excellent, doable ideas among these recommendations.

SCOEP Recommendations

Action Plan

Proposed by the Standing Committee on Employment Practices (SCOEP) submitted to the JALT National President January 24, 1998:

With the mission of reviewing the concerns of the JALT membership regarding employment practices, the SCOEP has held an open session at the Hamamatsu conference, several closed sessions, e-mail exchanges, and phone meetings. After almost a year, the SCOEP would like to recommend the following eight proposals to the JALT President:

1. JALT Employment Practices Information Package
The committee recommends that JALT assemble a resource kit for its members, available for a nominal fee or reference at the JALT Central Office. We could solicit contributions from the membership at large, and involve the PALE N-SIG as a resource for items. Any information pertaining to employment practices in Japan could be included in the kit.

Sample Items: 1) Press Clippings: Goeff Morrison's recent TESOL Matters article, "Protecting Yourself in the Japanese Workplace" 2) Fact Sheet: Procedure for Filing a Grievance 3) List of Lawyers for filing a grievance (American Embassy) 4) Testimonials and Suggestions from JALT members who have taken legal action 5) General Suggestions 6) Information on Labor Unions which organize language teachers

2. JALT could fund a part-time position or pay a stipend to a person who would be responsible for compiling and maintaining current information for the resource kit.

3. JALT could retain a lawyer to serve the organization's membership on a part-time basis. This lawyer would be engaged to provide an initial free consultation, probably by phone, to members who would like to use this service. Any subsequent consultations would have to be paid accordingly by the individual.

4. In order to provide the membership with the fullest information about employment opportunities, the Job Information Center and JALT publications should continue to publicize the ads they receive with a disclaimer statement reiterating JALT's non-discrimination policy.

Employers who agree with the JALT non-discrimination policy could be invited to endorse it publicly, and their names could be compiled onto a list and published in the JALT publications. As the list grows, hopefully, more employers would want to comply with JALT policy and to add their names to the list.

5. JALT could create a research grant for members to encourage them to pursue research into professional issues affecting employment practices, such as performance evaluation.

6. JALT could create a national officer position for JACET (Japan Association of College English Teachers) Liaison. The goal of this Liaison Officer would be to maintain open communication with a largely Japanese group and exchange information on employment practices. This recommendation is based on the feeling expressed by our membership that JALT needs more communication with Japanese professional organizations, in Japanese.

7. JALT could offer to work with schools and the Monbusho in drafting new policies concerning employment practices. The committee felt it was important to explore possibilities for collaboration. We hope that this would be a positive step toward addressing the dismantling of the tenure system and the increasing use of fixed-term contracts.

8. The committee agrees that JALT should not take sides in any particular dispute, either for or against teachers or their employers. JALT is not an advocacy organization, nor a labor union. However, in order to address the interests of a constituency within JALT who are interested in advocacy, we feel that the organization could establish networks for sharing information with advocacy groups. Formal ties could be established in two specific ways:

A) Appoint ad hoc JALT Liaison Officers to work with groups advocating the rights of teachers and foreign residents.

B) JALT could contact groups representing other intellectual professions in view of forming a group of representatives which would work together as a lobby. Other groups which have encountered discrimination in Japan include foreign lawyers, journalists, teachers, researchers, and exchange students. The foreign Chambers of Commerce, especially the ACCJ, could be invited to play an umbrella role in uniting these groups as a lobby.

Submitted to JALT President Gene van Troyer by:
Virginia Hamori-Ota & Sandra T. Nakata
SCOEP Co-Chairs

In closing, a somewhat different version of this report and the recommendations was originally intended to appear in the JALT98 Conference Handbook. Unfortunately the deadline was missed. I believe the editors might have found a way to fit it in if I had pushed the matter, but I felt it really more appropriate to make it available to the entire membership, rather than only to the 40% who attended the conference.

Book Reviews

edited by katharine isbell & oda masaki

The Standby Book. Seth Lindsromberg (Ed.). England: Cambridge University Press, 1997. ¥3,500. Pp. xii + 249. ISBN 0-521-55860-3.

There is no getting around it, sometimes even the most well meaning, thoughtful, tried and true textbook becomes old as students and teacher trudge diligently along week after week. Remember Sisyphus and the rock? *The Standby Book* is a worthwhile addition for any teacher who wants to engage those students who stare into space during the most fascinating of lessons. Containing 110 classroom activities from 33 EFL teachers, this book is designed to supplement the regular class textbook. It could also be used alone, perhaps for short intensive language studies.

Aimed at teenagers and adults of any language level, the activities in this book get students moving and learning. The activities can be used as warm-ups helping ease the students into the day's lessons, or to break up the class routine. Often it is very difficult for some students–especially those in compulsory English classes–to sit, listen to, or practice English for ninety minutes. Classes using *The Standby Book* will be participating and learning without realizing it.

A sampling from the book's 12 sections shows how varied the book is: Warm-Ups: Short Energizers, Using Magazines and Newspapers, Language through Literature, Music and Imagination, and Not Just for Business People. There is even a section on grammar entitled, Grammar and Register: Practice, Reflection, Review. Within each section, the book offers ways to excite students in different types of classroom settings, for example, content-based or traditional language classes.

Activities in the book can create a positive mood and *genki* feeling. My students especially liked a game called Newspaper Bash, which reinforces words in a lexical group, for example, animal names. The appointed basher stands in the middle of a circle of seated students. First, students decide on the animal they will represent and, going around the circle, call out that animal name. The students will use the same animal name for the entire game. Next, the basher calls out any animal named, for example "Chipmunk!" The student who is the chipmunk must say another animal name really quickly–so quickly in fact that if he doesn't say it quickly enough, the basher bashes him with the rolled up newspaper. Then the bashed student becomes the new basher. If the chipmunk is successful in calling out, "Tiger!" the tiger must call out another animal name before getting bashed. Oh, it's a lot of fun!

While Newspaper Bash may appear violent (especially its name), Jane Revell, the contributor, writes, "Amazing though it seems, people seem to really enjoy being bashed on the head with a newspaper" (p.17). It has always been a positive, playful experience in the many groups that I have used this activity with. One student of mine commented, ". . . this game is useful to remember the names. As the game went faster and faster, everyone went panic. Everyone looked getting excited. Person who had simple animal's names looked hard because these names were easy for everyone to come up with. Most of the students became basher and had a nice time. . . ."

A word of caution: some of the games were so much fun, we had trouble getting back to more "serious" or "academic" topics. For example, our scheduled textbook activity for this day was to discuss discrimination. After such a high from the game, it was really impossible to get going on a heavy topic. So when using these activities to supplement a textbook, organizing the correct place for the game during class can be challenging.

I have also used *The Standby Book* in my intermediate-level conversation class (20 students) in the following way. I introduced the book and asked students to choose a partner. Each week a pair of students would be responsible for leading the class in a new language activity. After each week's game, the presenting group would pass the book on to a new pair of students. (A goal of mine is to have students decide course content whenever possible.) After the first few weeks, I knew the activities were a sure-fire hit. Many students began to tell me how much they enjoyed the activities and how they looked forward all week to our Friday morning (8:50 a.m.) class when we would play a new game. After each pair presented their game to the class, I asked them to write a response as to how well they thought the activity went. Student comments once again reinforced the benefits of *The Standby Book*.

Reviewed by Mark Lewis, Tsuda

English for Business Communication. Simon Sweeney. Cambridge: Cambridge University Press, 1997. Student's Book. Pp. 155. ¥2,980. ISBN 0-521-44620-1. Teacher's Book. Pp. 120. ¥2,980. ISBN 0-521-44621-X. Cassette or CD. ¥5,100. ISBN 0-521-44622-8.

English for Business Communication is a business text that focuses on improving speaking and listening skills for intermediate students. It is divided into five modules: Cultural Diversity and Socializing, Telephoning, Presentations, Meetings and Negotiations.

According to the author, there is a reason for the order of the five modules. The first module helps establish the teaching and learning approach used in the course while the second module teaches British and American telephone language. The third module, Presentations, is a precursor to the following modules because the skills presented in this module are often needed when participating in meetings and negotiations. The fourth module contains many recommendations for effective communication strategies in business that help to build vocabulary. The final module integrates the language and communication strategies covered in the previous two modules.

Each module is divided into two or three units of three to eight pages in length. Sweeney states that each unit, depending on the ability of the students, should take about three hours–not including optional material or the end-of-the-unit Transfer Tasks. However, some of the units include readings that provide extra information about the module topics. These are rather long, from 18 to 36 lines, but can be beneficial as homework to get the students thinking about the topics.

Each unit has four listening exercises which use authentic language, contain English speakers from around the world, and have a real communicative purpose that is clear to the students.

Every unit uses a flow chart containing prompts of the language focus for that particular unit to show the dialogue pattern. There is also a listening exercise based on the flow chart. I used the flow charts with engineers, and the charts were quite successful because the engineers often organize information in this manner. In addition, they were able to compare their dialogues with that of a native speaker and discuss the differences.

At the end of each unit is a section called Transfer Tasks. In this section, students practice target language in communication contexts that relate directly to their immediate environment: their home, their studies, or their work. As Sweeney puts it, "Transfers aim to create a bridge between the classroom and the student's world." I found this section useful because it is less controlled than the other activities and students can check if they are able to use the language.

There are also useful references at the end of each unit: Language Checklist and Skills Checklist. The Language Checklist is a summary of the key language that has been introduced in the unit and can be referred to in practice tasks. The Skills Checklist summarizes the key points of technique for effective communication skills as introduced in each unit and can also be used as a quick review.

The teacher's manual contains answer keys, ideas to extend activities and photocopiable tapescripts. As an aside, the student's book does not have tapescripts, and I found this inconvenient because I like to use tapescripts in class, but I do not like making many copies. Nevertheless, I thought the teacher's book to be very helpful when planning lessons.

English for Business Communication covers specific areas related to business English, but because it is designed for a general audience, ESP teachers may have to supplement the material to make it more relevant for their students. However, this can be done with minimal effort since the book already contains a solid foundation.

Many business texts use similar formats, but *English for Business Communication* presents the material in a unique way. So, if you are looking for something new, this book might be the one for you.

Reviewed by Sam Cornett, Sumikin Intercom, Inc.

Good News, Bad News. Roger Barnard. New York and Oxford: Oxford University Press, 1998. Pp. viii + 72. ¥1,600. ISBN 0-19-434873-3. Teacher's Book, pp. viii + 104. ¥1,900. ISBN 0-19-435057-6. Cassette, ¥3,000, ISBN 0-19-435058-4. CD, ¥4,000, ISBN 0-19-435059-2.

The title, though catchy, is rather misleading. Although the stories in the book were genuine news stories with sources given, they are neither good nor bad, but are more accurately, timeless, light-hearted stories, none of which I could remember having read or heard. This is a good point, however, because it means the stories do not become dated, as would more serious, better-known news stories.

The stated aim of these course materials is "to help intermediate and pre-intermediate students improve their general listening and speaking abilities while focusing on the skills needed to understand broadcast news" (p. v). Each of the 18 three-page units is built around one news story. I used some of the units with university students of different levels and the lessons went very well. We followed the clear directions in the book and did the tasks as suggested. My students were fully engaged in the various activities throughout the units.

The stories are interesting and gently amusing, the book is attractively designed and the activities clearly presented. Each unit starts with useful visual and vocabulary pre-listening exercises called "Tuning-in." Three while- and post-listening exercises guide the students to understand the main idea of each story and then to develop a deeper comprehension. Under the heading "Signing-off," there are speaking or role-play activities that expand on the story the students have just heard. At the back of the book, billed as "extra practice," are the scripts with cloze exercises "to consolidate new vocabulary" as the blurb on the book cover puts it. This is an effective way to round off either the listening tasks or the whole unit if you do it after the speaking tasks. Being at the back of the book, it gives teachers flexibility over whether to do this exercise before or after the speaking task, or whether to use it at all.

I especially liked the accompanying tape and CD. The stories are delivered at an excellent pace, natural but not too quick and I was delighted to hear there are a variety of voices, both male and female with different accents, reflecting the fact that the stories and the characters in them come from all parts of the world.

I would offer one caveat: The picture of the microphone on the cover and the small pictures of radios and mikes used throughout the book give the impression that the material will be delivered in broadcast style, but this is misleading. Although the materials are definitely designed primarily for listening, the stories are not written in broadcasting style; clearly they are newspaper stories which have been slightly adapted and voiced. This need not be a problem unless you want examples of broadcast news items.

The thorough teacher's book includes suggestions on expansion activities and points to discuss when going through the material with the students. It also has photocopiable pages, including introductions to the English used in newspaper headlines. While useful, these are most suited to newspaper studies; in any case, one headline rule is just wrong–a verb's past participle is *not* used in headlines for an event that happened in the distant past, but when it is passive.

I would not use this book as a sole coursebook because the contents are rather lightweight, but in tandem with something else or as material to provide a break in the class, I recommend this book as engaging listening material for pre-intermediate and intermediate classes from senior high school age up.

Reviewed by Tim Knight, Ferris University

First Light: Songs for English. Ken Wilson. Hong Kong: Macmillan, 1993. Pp. 68. ¥2,970. ISBN 0-333-58944. Cassette ¥2,550.

First Light is a collection of 30 songs on cassette with an accompanying teacher's resource book. The songs are specially written for 10- to 14-year-old EFL learners. The title supplements the Macmillan *Compass* series. Each song is referenced to a specific unit of *Compass* but can be used as a supplement to any coursebook for the same target learning group. While each song and accompanying task take about thirty minutes, additional teaching suggestions are provided, so that it is possible to devote an hour of class to music.

The teacher's resource book is an A4-sized ring binder, and each song has a two-page entry. When opened, the left-hand page contains teacher's notes and the right-hand page is a photocopiable worksheet. The format of the teacher's notes is:

- Summary box: Song title, Musical style, Language point, Lexis, and Notes.
- Teaching suggestions.
- Song lyrics.

The worksheet format varies, but typically contains a cloze exercise and one additional exercise, such as putting pictures in order or giving personal responses to the song content.

The language focus of each song is either functional or grammatical and, apart from the final song (present perfect continuous), corresponds to the junior high school English language syllabus.

Thus, the language of the songs is not "authentic" since the songs either have a grammatical structure or a language function as a basis. The diction of the performers is also unusually distinct. The graded and well-enunciated language clearly distinguishes these songs as pedagogic. The songs are, however, well written and well produced. A number of my learners have asked who the performers were, so perhaps only teachers will notice that these are not "real" songs. The graded language also makes the tasks more manageable than using authentic song material.

As a supplement, *First Light* provides the teacher with listening material which, being in song form, is potentially more motivating for learners of junior high school age. The songs are enjoyable and catchy–quite a few of my learners were occasionally heard humming the tunes or even sometimes singing the odd line. This is an encouraging indication that students are internalizing the lyrics, and for that reason I recommend *First Light*.

Reviewed by Julian Whitney,
Tsunan Town Board of Education, Niigata

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of January. Please contact: Publishers' Reviews Copies Liaison (address p. 2). Materials will be held for two weeks before being sent to reviewers, and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

!Cronin, J. (1998). *English through the year* (student's, teacher's, cassette). Kyoto: Artworks Int.

!Gareis, E., Allard, M., Gill, S., & Saindon, J. (1998). *A novel approach: The Shawshank Redemption* (student's guide, teacher's). Ann Arbor: University of Michigan Press.

*MacGregor, L. (1999). *Pathfinder 1* (student's, teacher's, cassette). Tokyo: Macmillan.

*MacGregor, L. (1999). *Pathfinder 2* (student's, teacher's, cassette). Tokyo: Macmillan.

Reading

Aylmer, J. (1996). *Darcy's story: From Pride and Prejudice.* Great Britain: Copperfield Books.

Lauer, J., & Tsuji, E. (1997) *American presidents and Japan today* (student's, teacher's). Tokyo: Nan'un-do.

Self-study

*Joyce, H. (1998). *Words for work: A vocabulary workbook for vocational English.* Sydney: NCELTR.

Supplementary Materials

!Graham-Marr, A., & Saito, J. (1998). *Photocopiable pairworks for children: An ABAX teacherls resource.* Tokyo: ABAX.

*Stafford-Yilmaz, L. (1998). *A to zany community activities for students of English: For intermediate to advanced ESL students.* Ann Arbor: University of Michigan Press.

For Teachers

!Jamall, M. (1998). *Freestanding: An ABAX teacher's resource.* Tokyo: ABAX.

JALT News

edited by thomas l. simmons & ono masaki

Report on the JALT Executive Board Meeting, November 21st, 1998 and the Annual General Meeting, November 22nd, 1998—At the EBM, Tochigi and Iwate Chapters were placed on probation for the next six months. Local and national officers will try to rectify problems that have lead to decreasing membership, insufficient personnel to administer the chapters, and problems with getting reports in regularly. JALT also restructured its institutional subscriptions to JALT publications for libraries and universities. The annual fee is now ¥16,000. Three motions were passed at the AGM. The first two were passed to facilitate JALT's application to become a registered Non-Profit Organization.

1. MOVED that the AGM authorize JALT to apply for legal Non-Profit Organization Status, to be in compliance with Japanese law. Passed with one abstention.

2. MOVED that the Executive Board may amend this Constitution to comply with the requirements of Japanese Law. Such amendments will take effect immediately and must be brought to the next Annual General Meeting for approval by the membership. (This motion was unanimously passed at the October 4, 1998 EBM, to be sent to

Sound Bytes 1
Listening for Today's World
Steven Gershon • Chris Mares

Sound Bytes

- → variety, pair work, group work, and pacing make for high student interest and involvement
- → mini-lectures boost vocablary and expand topic knowledge & cross-cultural awareness
- → individual sound discrimination activities and stress/intonation pattern practice
- → consolidating review and recycle units
- → optional speaking activities at the end of each content unit
- → photocopiable supplemental activities and two achievement tests in the Teacher's Manual

Listening for today's world!

For more information on Prentice Hall materials or to receive an inspection copy please contact:

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101 Nishi-Shinjuku KF Bldg., 8-14-24 Nishi-Shinjuku, Shinjuku-ku, Tokyo JAPAN 160-0023
TEL: 03-3365-9002 FAX: 03-3365-9009 E-MAIL: elt@phj.co.jp

the AGM for ratification.) Passed unanimously.

The third motion was made from the floor by David Aldwinckle: There was no scheduled meeting of JALT's Standing Committee On Employment Practices (SCOEP) at JALT98 and the committee's findings have not yet been published in *The Language Teacher*. The following motion was mooted:

3. Moved that JALT have a meeting of the SCOEP at every JALT Conference. This motion was passed unanimously.

See the SCOEP's report in this issue.

The AGM came to an end with the announcement of the ballot for the Nominations and Elections Committee. Peter Gray was elected in-coming chair, to succeed Keith Lane in 2000. Judith Mikami was also elected to the committee, with Miyao Mariko as first alternate and Caroline Latham as second alternate.

執行委員会会議（98年11月21日）・年次総会（98年11月22日）報告

執行委員会会議(EBM)では、栃木と岩手支部が今後6ヶ月の試行期間になります。その間その支部と全国役員が会員減少、不十分な組織の人員、定期的な報告の提出などの問題に共同して取り組みます。

また、JALTは大学や図書館のJALT出版物の予約購読についても再編成することになりました。定期購読代は16000円となります。

年次総会(AGM)では、3つの提案が通りました。最初の2つはJALTが非営利団体として認可されるよう促すものです。

1. AGMはJALTが非営利団体として、日本の法的に非営利となれるよう努める。この提案は1人の棄権を除いて承認されました。

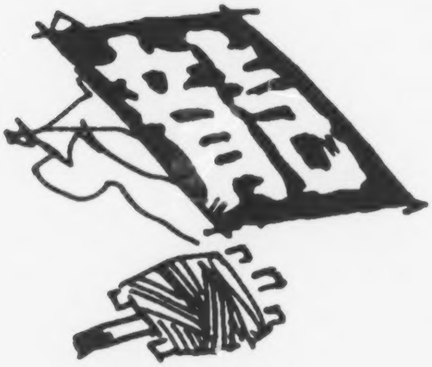
2. 執行委員は日本の法に合うように規約を修正する。この修正は直ちに効力を持ち、次回年次総会で承認事項となります。この提案は満場一致で承認されました。

3点目はフロアーのDavid AldwinckleからSCOEP（採用に関する常任委員会）について提議されたものです。

3. JALTは毎年次総会においてSCOEP会議を開催する。この提案は満場一致で承認されました。

SCOEPについては今月号にレポートが掲載されます。

AGMは選挙管理委員会の投票の案内で幕を閉じました。Keith Laneの仕事を2000年に引き継ぐ次期選挙管理委員長としてPeter Grayが選出されました。また、Judith Mikamiが選挙管理委員として選出されました。Miyao Marikoが第一代理人、Caroline Latham が第二代理人となります。



Bulletin Board

edited by david dycus & kinugawa takao

Call for Papers: JALT Hokkaido 16th Annual Language Conference—The JALT Hokkaido 16th Annual Language Conference will be held in Sapporo on Sunday, May 30, 1999. The Hokkaido Chapter invites you to submit papers, in English or Japanese, on any aspect of language teaching in Japan. Presentation blocks will be 45 minutes and any equipment needs must be specified. Abstracts should be no longer than 250 words (English) or 1,000 *ji* (Japanese), and should be accompanied by a cover sheet bearing your name, address, phone/fax/e-mail contact, paper's title, and biodata. Japanese papers should have an English summary attached. If possible, English papers should have a Japanese summary attached. Submit abstracts by February 15, 1999 by e-mail to: Ken Hartmann, <RM6K-HTMN@asahi-net.or.jp>, or send in Word format on a floppy disk together with a hard copy to: JALT Hokkaido, 1-2-3-305 Midorimachi, Makomanai, Minami-ku, Sapporo 005-0013.

投稿募集：JALT北海道第16回年次大会—JALT北海道第16回年次大会が1999年5月30日（日）に札幌で開催されます。北海道支部では日本における言語教授のあらゆる側面に関する英語、又は日本語の論文を募集いたします。発表は45分で使用機材は事前に指定する必要があります。要旨は英語250語以内、日本語1000字以内で、氏名、住所、電話/fax/e-mail、題目と略歴を記入した表紙を付けてください。日本語論文は英語要旨を添付してください。もし可能なら英語論文も日本語要旨を添付してください。提出先、詳細は英文の連絡先をご参照ください。

Call for Papers: Second Pan-Asia Conference (PAC II) in Seoul, Korea, October 1-3, 1999—The theme of the 1999 conference is "English Teaching: Asian Contexts and Cultures." Interested persons are encouraged to submit proposals for presentations. Please submit a speaker proposal form and 2 copies of your abstract on separate sheets of paper, one with your name and affiliation and one with no name or affiliation. Proposal titles should be no longer than 9 words, and abstracts, which will be included in the program if accepted, should be 150 words or less and carefully edited. Bio data written in the third person and limited to 100 words or less should be included. Do NOT fax any documents. The deadline for receiving proposals is December 30th, 1998, so please allow time for mailing. For confirmation of receipt of proposals, please include an e-mail address or fax number. Notification letters will be mailed by late May, 1999. For a speaker proposal form, please contact Joo-Kyung by e-mail: <joo@honam.honam.ac.kr>.

Position Announcement for *The Language Teacher*—English language proofreaders are required immediately to assist with the production of *The Language Teacher*. Interested applicants must (a) be a JALT member in good standing; (b) have experience in second/foreign language teaching; (c) reside in Japan; (d) have a Macintosh computer (or a computer that can read and write Mac Microsoft Word-formatted files), a fax machine and e-mail access; and (e) be committed to contributing to the production of *The Language Teacher*. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872.

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『The Language Teacher』 編集担当者募集

1) 英語校正担当者募集—『The Language Teacher』では編集の手伝いをしていただける英語校正担当者を募集しています。応募資格は以下の通りです。a) 会費を納入しているJALT会員であること、b) 第二言語／外国語教授の経験があること、c) 日本に在住していること、d) Macintoshコンピューター（またはMac MS Word形式のファイルが読めるコンピューター）、ファクス、e-mailが使えること、e) 『The Language Teacher』の編集に貢献できること。応募される方は履歴書に手紙を添えてWilliam Actonまで提出してください。連絡先は英文をご参照ください。

2) 日本語編集担当者募集—『The Language Teacher』は、Bulletin Board、JALT News日本語記事編集担当者を募集します。応募の資格は、a) 会費を納入しているJALT会員であること、b) 第二言語教育の経験があること、c) Macintoshコンピューター（またはMac MS Word形式のファイルが読めるコンピューター）、ファクス、e-mailが使えること、d) 日本語、英語でコミニュケーションがとれること、です。応募される方は、履歴書と編集の仕事に関わる能力と抱負を書いたもの（それぞれワープロでA４の用紙１枚程度）を下記の日本語編集者に郵送してください。応募／問い合わせ先: 〒305-8577 つくば市天王台1-1-1 筑波大学留学生センター 衣川隆生 t/f: 0298-53-7477; <kinugawa@intersc.tsukuba.ac.jp>

Call for Guest Editors: *TLT* Special Issue, Spring 2000—*TLT* is seeking a Guest Editor or Editors willing to oversee the next available Special Issue, slotted for March to May, 2000. Topics for recent or upcoming Special Issues include Global Issues, Gender Issues, Video, English for Specific Purposes, Active Learning, and Teacher Development. We welcome proposals for topics of interest which have not been covered recently. Some past issues have been largely the work of one N-SIG or another; we would welcome a proposal from an N-SIG which has not taken on a Special Issue before. If you are interested in editing a Special Issue, please contact Associate Editor Bill Lee (p. 2).

ゲスト編集者募集: 2000年春TLT特別号—TLTでは、2000年３月から５月の間に予定している次回の特別号のゲスト編集者を募集しています。最近の、また発行予定の特別号の内容は、グローバル問題、ジェンダー、ビデオ、ESP、Active Learning、語学教師養成です。私たちはこれまでに特集されていなかった興味深い話題に関する提案を待っています。これまでの特別号の編集は、N-SIGの一部会またはその他の部会の多大な労力によって行われてきました。現在までに編集に関わっていないN-SIG部会からの提案を歓迎いたします。ご興味のある方は、副編集者Bill Lee (p. 2)までご連絡ください。

Free Seminar: Temple University Japan M.Ed. Program—Temple University Japan M.Ed. Program offers the Distinguished Lecturer Series every semester. Part of the Lecture Series is open to the public free of charge. In the Spring Semester of 1999, the following presentations will be open to the public: Sat. Jan. 30, "Teaching and Research of EFL Writing" by Ulla Connor (Indiana University); Sat. Feb. 27 "Teaching and Researching Listening" by Michael Rost (University of California, Berkeley); Sat. Apr. 3 "Theory and Methods of Qualitative Research" by Sandra McKay (San Francisco State University). Presentations will be held from 14:00-17:00 at Temple University Japan, c/o YMCA Wexle 1-2-2-800 Benten, Minato-ku, Osaka 552-0007. If you would like more details or want to participate in a full seminar that these presentations are a part of, please contact Temple University Japan, Osaka at t: 06-577-1277 or f: 06-577-1281.

無料公開講座: テンプル大学JAPAN大阪校教育学修士課程、無料公開講座—テンプル大学JAPAN修士課程では、毎学期開講されますDistinguished Lecturer Seriesの一部を無料にて一般に公開しております。１月から開講する春期では、以下の日程、テーマにて３回セミナーを開く予定にしております。参加ご希望の方や、ご質問等はテンプル大学JAPAN大阪校までお問い合せください。１月30日（土）"Teaching and Research of EFL Writing" by Ulla Connor (Indiana University); ２月27日（土）"Teaching and Researching Listening" by Michael Rost (University of California, Berkeley); ４月 3日（土）"Theory and Methods of Qualitative Research" by Sandra McKay (San Francisco State University); Time: 14:00- 17:00; Place: テンプル大学JAPAN大阪校（大阪市港区弁天1-2-2-800）

•各セミナーとも、土、日と行われ、土曜日の17時以後、及び日曜日のセミナーに参加ご希望の場合は、受講料¥62,000または聴講料¥10,500をお支払いいただき、ご参加いただけます。テンプル大学JAPAN大阪校 〒552-0007 大阪市港区弁天1-2-2-800 8F YMCA Wexle内; t: 06-577-1277; f: 06-577-1281

Of National SIGnificance

edited by tom merner

Bilingualism—For information about the Bilingualism N-SIG and our bimonthly newsletter, *Bilingual Japan*, visit our website at <http://www.kagawa-jc.ac.jp/~steve_mc/JALT-BNSIG.html>. To learn about our annual journal, *The Japan Journal of Multilingualism and Multiculturalism*, visit <http://www.kagawa-jc.ac.jp/~steve_mc/jjmm.html>. Both websites contain links to other websites concerning bilingualism.

バイリンガリズムN-SIGとニューズレター『バイリンガル通信』の情報が<http://www.kagawa-jc.ac.jp/~steve_mc/JALT-BNSIG.html>に載っています。研究ジャーナル『多言語多文化研究』の情報が< http://www.kagawa-jc.ac.jp/~steve_mc/jjmm.html>に載っています。どちらのウェブサイトもバイリンガリズムに関するウェブサイトにリンクされています。

Computer-Assisted Language Learning—The new CALL N-SIG book, *Teachers, Learners, and Computers: Exploring Relationships in CALL*, is now available. Visit the CALL site at <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html> for purchasing details and to find out about *CALLing Asia*, the 4th Annual JALT CALL N-SIG Conference on Computers and Language Learning, which will meet May 22-25 at Kyoto Sangyo University in Kyoto.

コンピューター利用語学学習部会の新刊『Teachers, Learners, and Computers: Exploring Relationships in CALL』が出版されました。本書の購入方法および 5月22日から25日まで京都産業大学で開催される第４回当部会会合につきましては当部会サイト(URLは英文参照)をご覧ください。

College and University Educators—The CUE N-SIG promotes discussion of professional and developmental issues: L1 and L2 for academic and specific purposes, employment and career issues, and college-oriented teaching and research. For a sample of our newsletter, *ON CUE*, contact Jack Kimball. Please visit our web site at <http://interserver.miyazaki-med.ac.jp/~cue/1.html>.

当部会は、大学外国語教育における職業上、自己研修上の諸問題、つまり、学術・専門職のための第一言語・第二言語、雇用とキャリアの問題、大学生向け教 授法とその研究等について討論する場です。会報『ON CUE』のサンプルをご希望の方はご連絡ください。

Global Issues in Language Education—The GILE N-SIG's aims are to promote the integration of global issues, global awareness, and social responsibility into foreign language teaching, to promote networking among language educators, and to promote awareness of teaching ideas, activities, and resources from the fields of global education, peace education, human rights education, and environmental education. For more information contact us at the address listed.

グローバル問題、グローバル意識、外国語教育への社会的責任の三者の統合を進め、外国語教師のネットワークを広げ、国際理解教育、平和教育、人権教育、及び環境問題教育の分野から得られる教育活動や教材、教え方のヒントへの気づきを高めるのが当部会の目標です。詳しくは、当部会までご連絡ください。

Japanese as a Second Language—Are you interested in teaching or learning Japanese? If so, why not consider becoming a member of JSL? We are a network of Japanese-language teachers and learners who, through our quarterly newsletter, occasional journal, and presentations at conferences and meetings, provide members with a forum for discussing issues and exchanging ideas and information in the field of Japanese-language teaching and learning.

日本語を教えること、学習することに関心がありませんか。関心のある方は、日本語教育研究部会に入会しませんか。当部会は、日本語教師と日本語学習者のネットワークで、年4回発行の会報、論集、学会や研究会での発表を通して、日本語教育・日本語学習の分野における情報やアイデアを交換し、また課題となっている事項を討論する場を会員に提供します。

Junior and Senior High School—The Jr/Sr High N-SIG welcomes new members and encourages all to contribute ideas and articles to our expanded newsletter. We also will facilitate the development of newsletter articles through peer mentoring. Members with more experience in writing for professional journals will support less experienced members in developing their ideas and contributions to the newsletter. For further details, please contact the coordinator, Barry Mateer.

現在130名の会員をようする当部会では，新しい会員を募ると共に、会発行のニュースレターのアイディアや記事を募集しています。初めて寄稿される方には，ご要望に応じて他の会員が協力いたします。つきましては，この点で協力できる方も広く募集しています。

Learner Development—The LD N-SIG is for teachers to share ways of empowering themselves and their students to develop their full potential as language learners. Contact us for more information and a sample copy of our newsletter.

当研究部会は教師と学習者が語学学習者としての潜在能力を十分に発揮できる方法を発見し共有することを目指している教師の集まりです。詳しいことを知りたい方、私達の発行している会報に関心のある方は、ご連絡ください。

Materials Writers—Materials Writers is dedicated to continually raising the standards in the creation of language teaching materials, in all languages and all media. The newsletters this year have had articles concerning copyright and ISBN numbers, among other topics. If you would like to read them or contribute articles, contact the editor, Chris Poel; <cjpoel@zb3.so-net.ne.jp>.

教材開発研究部会は、あらゆる言語とメディアにおける言語教材創りの水準を絶えず高めていくことを目的とし、献身的活動をしています。ニュースレターには著作権やISBN番号等に関する記事も掲載してきました。ご覧になりたい方、投稿なさりたい方はChris Poelまで。

Professionalism, Administration, and Leadership in Education—*The PALE Journal of Professional Issues* focuses on teachers, administrators, and communities for all education levels. Concerns include work conditions, legal issues, ethics, and research affecting language education.

「PALE Journal of Professional Issues」は、あらゆる教育レベルの教員、学校管理者、教育団体に焦点をあて、言語教育を取り巻く労働条件、法律、倫理、研究等の問題を取り扱います。

Teaching Children—The Teaching Children N-SIG provides a forum for language teachers of children. Our quarterly newsletter, *Teachers Learning with Children*, addresses practical teaching methods and issues in the field. This past year *TLC* has focused on Teacher Development, Classroom Management, and The Creative Classroom. Future *TLC* topics include phonics and reading.

当部会では、児童語学教師の意見交換の場を提供しております。年4回発行される会報「Teachers Learning with Children」は、実用的な教授法を紹介するとともに、この分野における話題を取り上げます。これまでに教師教育、授業運営管理、創造的授業等を特集し、今後フォニックス、リーディングを特集する予定です。

Teacher Education—As a follow-up to the first Action Research workshop, the TEd N-SIG will hold a second event on the 13th-14th of February, 1999. Special interest groups will plan and work together on projects in their own specific areas. Venue: Yamanishi Fukushi Kinen Kaikan in Osaka (15 min. walk from JR Osaka station, or 7 min. walk from Hankyu Umeda station) Cost: ¥12,000 including accommodation (no meals) Details from Merinda Wilson; <m.wilson@suma.kobe-wu.ac.jp>, t: 078-731-6198.

第一アクションワークショップに次いで平成11年2月13−14日に第二ワークショップを開催します。自分の興味ある課題に関する分科会に分かれて、参加者各々の教室における研究計画を進めていきます。場所：大阪市の山梨福祉記念会館（JR大阪駅徒歩15分、阪急梅田駅徒歩7分） 参加費：宿泊込で、12,000円(食事別)。詳細は、Merinda Wilson(連絡先は英文参照)まで。

Testing and Evaluation—In different forms, testing and assessment constitute such an integral part of Japan's education system that it is virtually impossible for language teachers not to be involved in the process. This group aims to serve as a forum for all those interested in the theoretical principles of, current research in, and classroom application of language evaluation.

形は違っても、試験と評価は日本の教育制度に不可欠な部分です。従って、語学教師もそのプロセスから逃れることはまず不可能です。当部会は、外国語能力評価の理論、現行の研究、教室での応用に興味のあるあらゆる人達の意見交換の場となればと願っています。

Video—Would you like to turn an excerpt of your favorite film or television program into a language or culture lesson for your classes? Join the Video N-SIG and learn how. Our newsletter, *Video Rising*, is full of suggestions and advice on how to turn all sorts of video materials into successful lessons. For details and sample articles, visit our homepage at <http://members.tripod.com/~jalt_video/>.

お気に入りの映画やテレビ番組を自分の外国語クラスあるいわ文化クラスの受業にご利用になりたい方、当研究部会に入会すると、その有効な利用が出来るようになります。「Video Rising」と呼ばれる私達のニュースレターには視聴覚教材の有効な利用法のアドバイスが満載です。ホームページのアドレスは上記英文をご覧下さい。

N-SIGs in the Making

Foreign Language Literacy—The N-SIG is happy to report that membership continues to increase. The next step is to become an affiliate N-SIG. Our fourth newsletter, *LAC4*, is now out; see the contact information below to order either a paper or an E-mail copy. Please consider joining this N-SIG when you renew your JALT membership. Thanks for your patience and support.

お陰様で、嬉しいことに当部会の会員数は増え続けています。この会員数増加を受けて正式に部会として承認されることを願っています。会報も第４号が発行されました。購読ご希望の方は、郵便か電子メールで受け取ることが出来ますので、ご連絡ください。JALT会員資格更新時に当部会への入会も考えてみませんか。

Other Language Educators—This forming N-SIG seeks to represent, within JALT, teachers and learners of as many languages and cultures as possible, other than just English or Japanese. In the face of impending restructuring at many Japanese universities, we act as an information network for teachers and learners of other languages and cultures, to help our members develop and sustain the organizational conditions for their work and research.

当部会は、ＪＡＬＴ内で、ただ単に英語と日本語だけというのではなく出来るだけ多くの言語と文化の教師及び学習者を代表しようとする部会です。日本の大学のこれからのリストラを前に、会員の就労条件、研究条件の維持・改善を支援し情報交換の場として機能できればと願っています。

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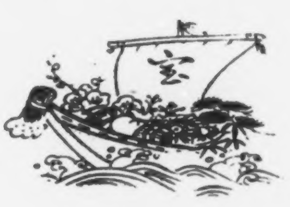

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Hokkaido: *June 1998*—**Community Language Learning,** by David Barker. The presenter examined the changing world of ELT methodology, noting that what is popular one year may fall into disfavor the next. In his overview of methodologies, Barker showed that the shifts in approaches often swing from one extreme to the other. Barker criticized the "all or nothing" manner in which many methodologies are employed. He maintained that dramatic changes often leave teachers confused and dispirited. Barker took special exception to the Communicative Approach, underscoring that using English is different from learning it. The Communicative Approach is now losing ground to the methodologies known as Principled Eclecticism, Task-Based Learning, and Content Learning. An important element of Principled Eclecticism is the teacher's ability to draw on any combination of methodologies and formulate an approach that works in the classroom.

Utilizing this concept, Barker employed the elements of Community Language Learning (CLL) in a classroom experiment that aimed to find a balance between the use of L1 and L2 in the classroom. Most notably, Barker drew on the CLL principles that advocate the use of L1, give students an element of control, and incorporate periods of quiet reflection into the lesson. For one month, Barker designed classroom activities that allowed students to use the L1 to formulate ideas. Then students were asked to repeat the activity in English. Barker believed this enabled students to use English more effectively since the content and sequence of their ideas were already established. Barker noted a positive reaction to his approach, especially among weaker students who became more confident. The presenter contended there was no single "right way" to teach. Taking the available methodologies into consideration, language teachers should teach according to their beliefs and strike their own balance in the classroom. *(Reported by Jennifer Morris)*

Hokkaido: *September 1998*—**Speaking Activities,** by Hattori Takahiko. Hattori presented practical speaking activities for Japanese EFL classrooms based on challenge, curiosity, and control. The correct level of challenge in an activity is crucial. Too little challenge will make students lose interest, and too much may lead them to give up. An activity should intrinsically motivate the students by piquing their curiosity and creatively engaging them. Control over the content of any activity should be split evenly between the teacher and students. Hattori also stressed that being understood is far more useful than speaking perfectly.

Hattori presented an activity called an "introductory interview" in which he has students interview each other in pairs and take notes. Then students introduce themselves to the whole class as if they were their partner. Before introducing themselves, students must write three key words on the board to focus and summarize the information.

Another activity involved using questions as conversation starters. Students work in pairs. They are given a slip of paper with a thought provoking question to ask their partner. After both questions have been answered, students exchange slips of paper and pose the questions to other partners. A teacher might vary this activity by allowing students to create the questions themselves.

Another activity was simply named "word to speech." In small groups, students choose a card, on which only one word is written, from a stack. They must then give a short speech based on that word.

The final activity was called "picture differences." Using almost identical pictures, students work in pairs comparing the pictures to find all the differences. After finishing, students then imagine a story based on the pictures. For lower level students, teachers might ask questions to help students formulate their stories. *(Reported by Jennifer Morris)*

Nagoya: *September 1998*—**Using the Internet,** by Erik Dahlin. Dahlin demonstrated ways in which the Internet can facilitate EFL instruction. This meeting was held at the computer room of Nanzan University. First, participants were shown how to use search engines. When conducting a search, participants were told to use several keywords, employ a mix of general and specific keywords, place multiword phrases in quotes, and to narrow the search, use filters such as dates, locations, and hyphenation. The participants also learned about listserves designed for language instructors. The listserve at City University of New York (CUNY) represents a key resource. Such a service allows for discussion by e-mail in which participants worldwide can read all comments made.

Last, Dahlin provided information regarding useful sites for educators. These included the JALT site at <http://langue.hyper.chubu.ac.jp/jalt>, Dave's ESL Cafe at <http://www.eslcafe.com>, and the TESOL site at <http://www.tesol.com/index.html>. (*Reported by Rich Porter*)

Nagoya: *October 1998*—**Using NLP in the EFL Classroom,** by Brad Deacon, Goto Minae, Linda Donan, and Adachi Momoko. The above presenters demonstrated the application of Neurolinguistic Programming (NLP) in the language classroom. After providing an overview, Deacon moderated a discussion among the three other presenters. Finally, the presenters gave examples of NLP based on their respective classroom experiences.

Deacon's overview encompassed brainstorming in groups of three to grasp the meaning of NLP. Then a follow-up discussion helped the audience understand that "neuro" refers to our experience through the five senses, "linguistic" refers to our world views, and "programming" relates to training ourselves to reform certain beliefs.

For Goto, NLP includes a focus on learner self-esteem. Inclusion of this notion fosters a positive atmosphere and engenders a more motivated learner.

Donan discussed the "I Message" as a positive approach. This message represents a viable alternative to scolding or failing a student. The steps include expressing the adverse effects of a student's actions upon a teacher and working towards accepting the student's often creative solution.

Adachi discussed the distressing self-talk, which often burdens students. "My spoken English must be perfect" and "English is not fun" are examples of negative self-talk. Teachers may alleviate such self-talk by explaining that mistakes are learning steps and by providing fun activities. *(Reported by Rich Porter)*

Okayama: *September 1998*—**The JALT Job Fair,** by Craig Sower. In a tight market for language teachers, what is needed to land a job? Craig Sower began the session with a presentation on job-hunting for teachers that covered pointers for those seeking employment in Japanese institutions. The significance of cover letters, resumes, and most importantly, the Japanese-language *rerikisho* were discussed. Then participants were provided with information concerning matters either to be included or left out. For example, employers generally do not want to hear about an applicant's desire to study Japanese culture. Proper behavior at an interview was also discussed. It was pointed out that often the interview really begins with the telephone call that makes the appointment.

Following the presentation and discussion, representatives of local universities received resumes and interviewed interested participants. All of the university representatives stressed that they were not currently seeking full-time teachers. This had also been the case in the previous Okayama Job Fair. However, in the intervening period, two of the universities represented hired full-time faculty members based on the interviews conducted at the fair. This suggests that job-seekers should take advantage of all opportunities, no matter how dim the chances of a job may seem. *(Reported by Christopher Bauer)*

Omiya: *September 1998*—**Activities to Promote Caring Communications,** by Donna McInnis. Everyone is aware of recent acts of violence by both American and Japanese young people. The presenter described some ways that EFL teachers can teach skills for peaceful coexistence within their language lessons. She described a curriculum based on "the peaceable classroom." Participants were provided with ways teachers can nurture caring communication and a sense of classroom community through activities emphasizing cooperation, empathy, appreciation for diversity and environmental stewardship. For each activity, McInnis also pointed out some possible language teaching opportunities within the task. Participants were able to experience a variety of activities and were given examples of student work. While some student activities, such as bingo and pair discussion, were familiar to the audience, the combined goals of teaching language and conflict resolution skills was a unique feature. In one lesson, students were asked to work in pairs to complete a list of "peaceful adjectives" with positive connotations. Students then used this positive language to describe themselves and people in their lives. The new vocabulary could be used in the future to express approval and praise. Students not only learned vocabulary, but also hopefully a different way of reacting to others and themselves. *(Reported by Mary Grove)*

Toyohashi: *October 1998*—**Creativity,** by David McMurray. The presenter discussed the need for creativity and how it can be developed in Japanese students. There is a need for creativity! This is the cry raised by the corporate society as many recruits seem to hold no opinions of their own, cannot write a simple business letter, and basically have no ideas about their future. These problems arise largely because students have seldom been challenged to be creative during their academic lives since mere entrance to a university ensures graduation. Data shows that Japanese universities score low on their ability to design innovative products. The process of training for future productivity has almost exclusively been handled by the business world. However, Japan needs a ready work force that has the ability to respond and adjust quickly to changes and to produce new ideas. That message is filtering down to the universities which are charged with the responsibility of adequately training students.

How can creativity be developed? The presenter stressed that we cannot actually teach creativity. However, teachers can provide an environment that fosters creativity. McMurray gave us a few examples. In one exercise, the teacher puts up names and numbers on the board and invites students to guess their meanings. In another exercise, students made drawings in eight boxes that became data for a personality profile. Students might also study English *haiku* poems. In short, students must be given opportunities to be creative, whenever possible. *(Reported by James Matchett)*

Chapter Meetings

edited by malcolm swanson & tom merner

Akita—*There is no meeting this month. Our next event will be in the spring, once we've thawed out!*

Chiba—The Effects of Using Authentic vs. Simplified Language in the Classroom, by Damian Lucantonio, Josai International University. This presentation examines the differences between spoken and written language, as well as between authentic and simplified language. Implications for the classroom are discussed, and ideas for using authentic language offered. *Sunday, January 31, 11:00-1:00; Chiba Community Center; one-day members ¥500.*

Fukuoka—Book Fair 1999. Sunday, January 24, 10:00-5:00; Fukuoka International School, 3-18-50 Momochi, Sawara-ku, Fukuoka City; admission is free; info: Kevin O'Leary, t/f: 0942-22-2221, <ogs@kurume.ktarn.or.jp>, website: <http://kyushu.com/jalt/bookfair99>.

The Fukuoka JALT Book Fair is Kyushu's biggest ELT event of the year. There will be a special plenary presentation sponsored by Oxford University Press which is entitled "Great Expectations: What Should We Expect Published and What Materials To Provide?" In addition, there are displays and presentations, in both English and Japanese, from Japan's leading ELT publishers and booksellers. The admission is FREE, the workshops are FREE, and the parking is FREE. For a copy of the special issue of the Book Fair 1999 Newsletter, contact Frank Tucker, 092-324-8081, or <fmt@fka.att.ne.jp>

Oxford大学出版提供の講演をはじめ、日本語・英語による様々なワークショップや主要出版社各社による教材展示を含む九州最大のELTイベント「福岡JALTブックフェア」を開催します。入場無料です。

Gunma—Who Needs Teachers?, by Robert Weschler, Kyoritsu Women's University, Tokyo. In this workshop, we will discuss the changing role of teachers in an age of increasing opportunities for learner autonomy. We will begin by noting ways to exploit what the students already know best, namely, Japanese language. We will then focus on potential uses of new bilingual technologies such as electronic dictionaries, cable TV programs, and the Internet. Sunday, January 24, 2:00-4:30; Kyoai Women's Junior College, Maebashi.

Hokkaido—Meeting the Needs of Young Language Learners, by Lisa Hodgkinson. Education ministries and private schools all over Asia now realize the importance of starting second language acquisition at a very young age and are planning to introduce English in kindergartens and primary schools. These young learners and their teachers have very special needs. In order to stimulate young developing minds and create motivating activities in a second language, we must first understand these needs. What are they and how can we meet them? *Sunday, January 31, 1:30-4:00; HIS International School; one-day members ¥1,000.*

Lisa Hodgkinson氏が、アジア各国の幼年期からの第二言語指導の導入を鑑み、児童の必要とするものを理解するとともに、これらに見合った第二言語指導法について論じます。

Ibaraki—Viva La Video, by Allison McPhee, Oxford University Press. This workshop will offer ways to supercharge your teaching using video via such captivating techniques as information-gaps, picture description, and prediction. The presenter will discuss ideas about how to exploit less obvious aspects of video such as paralinguistic clues, background activity, music, cuts and camera work, and how to train learners to be good video watchers. *Sunday, January 24, 1:30-3:30 (followed by business meeting); Shonan Gakusyu Center, 5F, Ulara Bldg, TR Tsuchiura Station; one-day members ¥500.*

Kagawa—A Fun Way of Teaching Reading to Children, by Watanabe Takako, Watanabe English School. First, the presenter will share her experiences and insights gained from raising two bilingual children. Then she will demonstrate how to teach reading using materials she developed for Ladybird's graded readers. *Sunday, January 17, 2:00-4:00; I-PAL Center; one-day members ¥1,000.*

渡辺孝子氏が二人の子供をバイリンガルに育てた自身の経験を述べるとともに、Ladybirdのリーダーを使用した児童への読みの指導方法を紹介します。

Kanazawa—The Silent Way: An Introduction, by Don Cherry, Hokuriku University. The workshop will introduce participants to *The Silent Way*, a language teaching approach developed by the late Dr. Caleb Gattegno. The presenter will introduce the theory and philosophy behind the approach and demonstrate the teaching of phonology, as well as use the charts and rods characteristic of the method. *Sunday, January 17; Shakai Kyoiku Center (4F), 3-2-15 Honda-machi, Kanazawa; one-day members ¥600.*

北陸大学のDon Cherry氏がThe Silent Wayを使用した語学指導法とその理論および哲学をロッドやチャートを使用しての音韻指導を通して紹介します。

Kitakyushu—Learning English Through Video, by Christopher Carman, Sangyo Ika University. In this workshop, the speaker will present a variety of exercises that can be used to exploit video in the classroom or privately, emphasizing the use of authentic video. *Saturday, January 9, 7:00-9:00; Kitakyushu International Confer-*

ence Center, Rm 31; one-day members ¥500.

産業医科大学のChristopher Carmen氏が教室内または個人学習において使用できるビデオを利用した様々な練習を紹介します。

Kobe—Authentic Video: Making it Comprehensible, by Daniel Walsh, Hagoromo Gakuin Junior College. This demonstration/workshop is for teachers in large, multi-leveled classes who want to enhance listening comprehension and ambiguity tolerance. The presenter will show ways to design a range of tasks based on music videos, sitcoms, interviews, and documentaries. *Sunday, January 24, 1:30-4:30; Kobe YMCA, 4F, LET'S; one-day members ¥1,000.*

Kyoto—Educational Options for Bicultural Children in Japan, by Mary Goebel Nogushi, Ritsumeikan University; Carolyn Miyake, Seian University of Art and Design; Stephen Ryan, Eichi University; Yukawa Emiko, Notre Dame Women's College. This roundtable discussion will address the challenges facing parents wishing to bring up their children bilingually. Contributors will share their experiences of bilingual education including: studying in Japanese public schools, attending English classes, being enrolled in international schools, studying at schools in England, and talking in English at home. *Sunday, January 24, 1:00; Kyoto Kyoiku Bunka Center (5 min. from Keihan Marutamachi Station); one-day members ¥500.*

Mary Goebel Noguchi氏ら4名のパネリストを招き、各氏自身の経験にもとづき、子供をバイリンガルに育てる場合に親が直面する問題を討論します。

Matsuyama—Jane Austen: Primogeniture and Gender Stereotypes, by Francoise Carter, Ehime University. In Jane Austen's England, it was usual for the eldest male relative to inherit the estate. With special reference to *Sense and Sensibility,* Carter will examine Austen's attitude to such legal practices and show how she challenges socially constructed gender stereotypes. We shall watch extracts from the BBC video. *Sunday, January 17, 2:30-4:30; Shinonome High School Kinenkan, 4F; one-day members ¥1,000.*

Miyazaki—*Shinnenkai.* All are welcome to attend Miyazaki JALT's Third Annual *Shinnenkai* (New Year's Party), celebrating the inauguration of our first full year as a fully constituted JALT chapter. This will be a casual potluck dinner affair suitable for families with children. Please bring your favorite dish or drink. Bring your dancing shoes, too. For information and a fax map to the venue, please contact Keith Lane, Roberta Golliher, Gene Pleisch, or Susanna Philippoussis at 0985-85-5931, or fax 0985-84-3396. *Saturday, February 6, 6:30; Nakano Kenshu Center (opposite the Miyazaki Women's College and Miyazaki International College).*

Nagoya—Learning Journals: A Multi Purpose Tool for the Classroom. This presentation will focus on the development and use of learning journals to encourage communication, reflection and review. *Sunday, January 31, 1:30-4:30; Nagoya International Center; one-day members ¥1,300.*

Omiya—English Writing from Summarization to Explanatory Essay, by Yonemushi Kenichi, Jiyunomori Gakuen High School. The presenter will talk about his English writing classes for high school students during the last 3 years. Participants are encouraged to think about the purpose of English teaching in Japan and hopefully get motivated to have English writing classes for their students. *Sunday, January 17.*

Tokushima—Successful Fast Paced Lessons with MAT (Model Action Talk) for Teachers of Children, by Sam Yang. This presentation will focus on teaching children by demonstrating fast-paced lessons. Attendees will be sample students who are studying a foreign language that is neither English nor Japanese. This will enable the participants to fully understand the dynamics of the speedy rhythm of the Model Action Talk method, and allow participants to appreciate learning a language from a student's perspective. *Sunday, January 17, 1:30-3:30; TBA; one-day members ¥1,000, students ¥500.*

Sam Yang氏が、参加者を生徒にみたて英語・日本語以外の言語をMAT指導法を使って指導することにより、早いペースのレッスンによる児童への指導方法の有効性を参加者に実感していただきます。

Tokyo—1. Teaching Vocabulary, by Roger Jones; **2. A Workshop for Writing Teachers,** by Tokyo Chapter Executive Committee. All writing/composition teachers in the Tokyo area who want to discuss teaching ideas and problems with other writing teachers should come to this meeting. Be prepared to share your curriculum and successful teaching ideas as well as your problems and concerns. Roger Jones will present his ideas about teaching vocabulary in a related talk. *Saturday, January 23, 2:00-5:00; TBA, see newspaper announcements; one-day members ¥500.*

Yamagata—Another Variety of Communicative English, by John Crumpp. The presenter will discuss communicative English based on his working and teaching experience. The focus will be on the difficulties Japanese learners face with speaking and listening. *Sunday, January 24, 1:30-4:00; Yamagata Kajo-Kominkan (0236-43-2687); one-day members ¥500.*

Yokohama—Student Feedback Survey in EFL Classes: A Preliminary Report, by Sugimoto Naomi, Ferris University. This presentation will report results of a recent university-wide survey of English instruction. Teaching styles and instructional materials preferred by Japanese students are identified. It will end with an open discussion with the audience on how we can provide pedagogically sound instruction that is also appealing to students. *Sunday, January 17, 2:00-4:30; Gino Bunka Kaikan, 6F; one-day members ¥1,000.*

フェリス大学のSugimoto Naomi氏が、英語指導に関する調査を通して明らかとなった日本人学生が好む指導法や教材について報告します。また、参加者とともに学生に魅力的でなおかつ理論的に確かな指導方略について討論します。

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Okayama—Judith Mikami; t/f: 086-696-0126; <mikami@mx1.tiki.ne.jp>
Okinawa—John Dickson; t/f: 098-893-7557; <dickson@southernx.ne.jp>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Mary Grove; t: 048-644-5400; <grove@tuj.ac.jp>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>
Sendai—Ken Schmidt; t: 022-222-0484; <Ken.Schmidt@ma6.seikyou.ne.jp>
Shizuoka—Dean Williams; t: 0543-66-1459; <deanw@iris.dti.ne.jp>
Shinshu—Mary Aruga; t: 0266-27-3894; <mmaruga@aol.com>
Tochigi—Kunitomo Michiko; t: 028-661-1637; f: 028-662-4503; <tm-kuni@ka2.so-net.or.jp>
Tokushima—Nora McKenna; t: 0886-41-4980 (h); 0886-65-1300 ext. 2375 (w); f: 0886-65-8037; <nora@shikoku-u.ac.jp>
Tokyo—Carolyn Obara; <obara@tmca.ac.jp>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <http://home.att.ne.jp/gold/db/wtcal.hmtl>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@cu.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, January 15th is the final deadline for an April conference in Japan or a May conference overseas, especially if the conference is early in the month. See page 3 for contact information.

Upcoming Conferences

January 21-23, 1999—19th Annual Thai TESOL International Conference: Towards the New Millennium: Trends and Techniques. Ambassador Hotel, Bangkok, Thailand. Contact: Suchada Nimmanit; t/f: 66-22-186027; <flngsnm@chulkn.car.chula.ac.th>.

January 23, 1999—The 10th Annual Conference on Second Language Research in Japan at the IUJ (International University of Japan) Tokyo Offices in Roppongi. Hear M. Harrington speak on "Figure and Ground in SLA," P. Robinson on "SLA Research in Japan: Issues and Prospects," and Y. Yano on "What Is It To Learn a Foreign Language?" Schedule and bilingual map at conference web site <http://www.iuj.ac.jp/jlp/conferen.html>. For preregistration and information, contact: Mitsuko Nakajima; LP, IUJ, Yamato-machi, Minami Uonuma-gun, Niigata 949-72; t: 0257-79-1498; f: 0257-79-4441; <conferen@iuj.ac.jp>.

February 5-7, 1999—Self-Expression, Learning, and Fun ("SELF"), WELL's (Women in Education and Language Learning) 4th Annual Conference, at the National Women's Education Centre, Musashi-Ranzan, Saitama. Intent on bringing women's issues into the language classroom and women into the educational workplace, WELL has planned workshops, discussions, and networking to explore connections between the content or goals of the participants' teaching/learning and four particular issues—difficulties faced by disenfranchised groups, student/female empowerment, the how to of activism, and women's roles in the world economy. WELL maintains a web site at <http://www.miyazaki-mic.ac.jp/faculty/kisbell/well/well.html>. For direct information or registration, contact Catherine Payne; t/f: 045-253-1895; <Leiblein@msn.com> (in English), Park Hwa-mi; t/f: 045-841-7632; <hwami@virgo.bekkoame. or.jp>, or Ishihara Mikiko; t/f: 042-576-1297; <zv6m-ishr@asahi-net.or.jp> (both in Japanese).

February 13-14, 1999—The Parasession: Loan Word Phenomena will take place parallel with the **General Session of the Twenty-Fifth Annual Meeting of the Berkeley Linguistics Society** at the University of California at Berkeley, California, USA.

Along with invited speakers Ellen Broselow and three others, participants will consider loan words from various theoretical, sociolinguistic, and typological perspectives and in different areas such as lexical stratification, second-language acquisition, and code-switching. For more information, contact the society at <bls@socrates.berkeley.edu.>

February 24-26, 1999—21st Annual Meeting of the German Society of Linguistics. Should your mind be linguistically interested in word systems and your body be around Konstanz, Germany, drop in at the University of Konstanz where two special workshops, *Change in Prosodic Systems* and *Meaning Change—Meaning Variation* consider, *inter alia*, metric sources of language change, the roles of metonymy, polysemy, etc., and the interaction of psychological, historical and linguistic facts in language development.

March 6-9, 1999—American Association for Applied Linguistics (AAAL) 1999 Annual Conference in Stamford, Connecticut, an hour from New York City. Smaller than the TESOL Conference, the AAAL conference offers rich plenaries, papers, networking, etc., in a quieter ambiance. Among the plenary speakers and invited colloquia leaders this year are Paul Meara on vocabulary acquisition, Bambi Schieffelin on literacy, Norman Segalowitz on cognitive and psycholinguistic approaches to SLA, and several persons lecturing specifically on L2 acquisition. Extensive information at <http://www.er.uqam.ca/nobel/r21270/index.html>. Otherwise contact Patsy M. Lightbown, Program Chair; TESL Centre, Concordia University,1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8, Canada; t: 1-514-848-2445; <lightbn@vax2.concordia.ca>.

March 9-13, 1999—TESOL '99: "Avenues to Success" at The New York Hilton in New York City, NY, USA. From keynote speaker David Crystal taking a Welsh perspective on the future of English through plenaries addressing an unusually broad range of topics to hundreds of papers and demonstrations plus extras like breakfast seminars and educational visits, the TESOL Annual Convention will no doubt match the standards of previous years. For full plenary abstracts or other information, go to <http://www.tesol.edu/conv/t99.html>. For further information, write to TESOL, 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751, USA; t: 1-703-836-0774; f: 1-703-836-7864; <tesol@tesol.edu>.

March 28-April 1—IATEFL Conference 1999 at Heriot-Watt University, Edinburgh, Scotland. This 33rd international annual conference will offer plenaries, talks, workshops, panel discussions, and poster sessions by international presenters as well as a large ELT Resources Exhibition and the JobShop. See the conference web site at <http://www.iatefl.org/Edinburgh-1999.htm> for more information, or contact the organization headquarters at 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-0-1227-276528; f: 44-0-1227-274415; <IATEFL@Compuserve. com>.

Calls For Papers/Posters (in order of deadlines)

January 15, 1999 (for April 9-11, 1999)—**The Symposium About Language and Society-Austin (SALSA)** will hold its Seventh Annual Meeting at the University of Texas at Austin, Texas, USA. In addition to four keynote speakers, it invites abstracts on research concerning the relationship of language to culture and society. Research frameworks will be various—linguistic anthropology, sociolinguistics, speech play and poetics, ethnography of communication, political economy of language, etc. Go to <http://www.dla.utexas.edu/depts/anthro/projects/salsa/> or write to SALSA; Department of Linguistics, University of Texas at Austin, Austin, Texas 78712, USA; <SALSA@ccwf.cc.utexas.edu>.

January 15, 1999 (for August 2-7, 1999)—The **Twenty-Sixth LACUS Forum,** sponsored by the Linguistics Association of Canada and the United States and held at the University of Alberta, Edmonton, Canada, will address The Lexicon. The featured speakers will be Joan Bybee and Wallace Chafe. Abstracts are specially invited on any topics relating to the lexicon, including relationships of lexicon and syntax, conceptual categories and lexical categories, and lexical functions. Send abstracts or questions to Ruth Brend, Chair, LACUS Conference Committee; 3363 Burbank Dr., Ann Arbor, MI 48105, USA; t: 1-313-665-2787; f: 1-313-665-9743; <rbrend@umich.edu>. Questions also to Syd Lamb <lamb@rice.edu>.

January 18, 1999 (for August 26-27, 1999)—Brock University in Ontario, Canada will sponsor the **International Conference on Storytelling**. Abstracts are sought for 20-25 minute talks on some issue of storytelling, for example, language change, language acquisition, audience factors, power and language, etc. For a detailed list of specific areas of interest and more, go to <http://linguistlist.org/issues/9/9-1467.html>. For further information or submission of abstracts (e-mail OK), write to: International Conference on Storytelling, c/o Monica Sanchez; Department of Applied Language Studies, Brock University, St. Catharines, Ontario L2S 3A1, Canada; f: 1-905-688-1912 (attn: Monica Sanchez, ICS); <msanchez@spartan.ac.brocku.ca>.

January 30, 1999 (overseas proposals) (for October 1-3, 1999)—Organized by KoreaTESOL, ThaiTESOL and JALT, the Second Pan-Asia Conference (PAC2) in Seoul, South Korea will focus on **Teaching English: Asian Contexts and Cultures.** Being held at Olympic ParkTel, site of the '88 Olympics, it is directly accessible by subway from the airport and is surrounded by more than 400 green acres of picnic sites, ponds, and jogging trails. Paper or workshop proposals are sought in 20 topic areas. For a detailed topic listing and other information, see <http://www2.gol.com/users/pndl/PAC/PAC2/CFP.html> or contact Jane Hoelker, PAC2 Public Relations Chair, Pusan National University, San 30 Jangjeon-dong, Pusan 609-735, Korea; p/w/h: 82-(0)51-510-2650; f(w): 82-(0)51-582-3869; <hoelker@hyowon.cc.pusan.ac.kr> or <hoelkerj@hotmail.com>.

February 1, 1999 (for October 7-9, 1999)—**The Second Biennial International Feminism(s) and Rhetoric(s) Conference on the theme Challenging Rhetorics: Cross-Disciplinary Sites of Feminist Discourse,** sponsored by the Center for Interdisciplinary Studies of Writing at the University of Minnesota. Participants from a very large range of disciplines, including among the featured speakers Deborah Cameron, Robin Lakoff and Suzette Haden-Elgin, will share theories about and examples of new discourse practices that are emerging as a result of feminist scholarship. Proposals are invited on the rhetorical intersections of gender with race, age, class, sexuality, ability, and professional identities. For an unusually full treatment of proposal topics, see <http://femrhet.cla.umn.edu/call.htm>, and for the conference in general, <http://femrhet.cla.umn.edu/>. Send proposals to: Feminism(s) and Rhetoric(s) Conference, Center for Interdisciplinary Studies of Writing, University of Minnesota, 227 Lind Hall, 207 Church St. SE, Minneapolis, MN 55455, USA. Living contact: Hildy Miller, Associate Director, Center for Interdisciplinary Studies of Writing; <mille299@tc.umn.edu>; t: 1-612-626-7639; f: 1-612-626-7580.

February 28, 1999 (for September 9-11, 1999)—**Exeter CALL'99: CALL and the Learning Community,** the eighth biennial conference on CALL themes to be held at the University of Exeter, offers a forum for experts and all interested persons to meet and discuss problems and progress of CALL in a relaxed atmosphere. Proposals for 25-minute papers are invited on any aspect of CALL, but particularly welcome are topics dealing with CALL and learning in the community, as in distance learning, student-centred learning, or other such modes and approaches. Subsequent submission of papers to the international journal *Computer Assisted Language Learning* is possible. The proposal form and other information is available at <http://www.ex.ac.uk/french/announcements/Exeter_CALL_99.html>. Send proposals to Wendy Oldfield, CALL'99 Conference; Department of Russian, School of Modern Languages, The University, Exeter, EX4 4QH, UK. For further information, contact Oldfield at t/f: 44-(0)1392-264221; <W.Oldfield@ex.ac.uk> or Keith Cameron at <K.C.Cameron@ex.ac.uk>.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

Aichi-ken—ALTIA Corporation is seeking full-time native English instructors for ALT positions in Aichi, Gifu, Shizuoka, Okayama, and Hiroshima to begin from April 1, 1999. **Qualifications:** Minimum BA or BS degree; teaching experience and Japanese language ability preferred; current international or Japanese driving license; willing to relocate. **Duties:** Teach from 20 to 25 50-minute lessons per week; participate in curriculum development and various committee assignments. **Salary & Benefits:** One-year renewable contract; salary of 250,000-306,000 yen per month depending on number of lessons taught per week and experience; generous summer, spring and winter vacations; company car provided for travel to and from school with limited personal use; phone line and phone/fax machine provided; assistance with accommodation; visa sponsorship. **Application Materials:** Cover letter, resume, one passport-size photograph, photocopy of visa, and international or Japanese driving license. **Other Requirements:** After interviewing with ALTIA, successful applicants will also interview with the Board of Education for final approval. **Contact:** Chris Oostyen; ALT Operations Supervisor, 201 Bell Village, Kamishiota 19, Midori-ku, Narumi-cho, Nagoya 466-0051; t: 052-623-8808; f: 052-623-8876.

Iwate-ken—Mizusawa School of English seeks a full-time English teacher for all ages beginning April 1, 1999. **Qualifications:** Teaching experience and spoken Japanese ability. **Duties:** 40-hour work week; maximum 28 contact hours per week. **Salary & Benefits:** Salary of 250,000 yen per month; paid vacations and holidays; teacher's apartment at 47,000 yen/month; one-year renewable contract. **Application Materials:** Letter and resume. **Deadline:** Ongoing. **Contact:** Mizusawa School of English, 1-2-3 Tainichidori, Mizusawa-shi, Iwate 023-0827; f: 0197-25-8860.

Shizuoka-ken—Katoh Schools and College in Numazu is seeking a full-time preschool teacher for an expanding English immersion program in a private Japanese school to begin from April 1999. **Qualifications:** Teaching certificate and two years teaching experience. **Duties:** Work with three and four year old Japanese children in an immersion (total English) setting. English is not taught as a subject but is used as the medium of instruction for up to 50% of the students' school day. Students acquire English proficiency naturally as they engage in age-appropriate preschool activities. Working hours and calendar are similar to regular Japanese preschool. **Salary & Benefits:** Base salary is from 3,100,000 to 5,100,000 yen per year, depending on experience and education; moving allowance, Japanese health insurance, and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials:** Resume, reference, photo, and cover letter. **Deadline:** Ongoing. **Contact:** Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522; <bostwick@gol.com>.

Shizuoka-ken—Katoh Schools and College in Numazu is seeking a full-time elementary school teacher for an expanding English immersion program in a private Japanese school to begin from April 1999. **Qualifications:** Teaching certificate and five years teaching experience. **Duties:** Teach regular academic subjects through the medium of English to Japanese students in a private school. Katoh Gakuen is a private Japanese K-12 school in which the academic curriculum is taught in English; it is not a language school. Working hours and calendar are similar to regular Japanese public schools. **Salary & Benefits:** Base salary is from 3,100,000 to 5,100,000 yen per year, depending on experience and education; moving allowance, Japanese health insurance, and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials:** Resume, reference, photo, and cover letter. **Deadline:** Ongoing. **Contact:** Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522; <bostwick@gol.com>.

Shizuoka-ken—Katoh Schools and College in Numazu is seeking a full-time junior high school teacher for an expanding English immersion program in a private Japanese school to begin from April 1999. **Qualifications:** Teaching certificate in one of the following subjects: math, science, social studies (geography and economics), music, or art; five years teaching experience; proficiency in computers, Internet, strong background in ESL helpful. **Duties:** Teach junior high school level Japanese children in an immersion program through the medium of English. Katoh Gakuen is not an English conversation school. Working hours and calendar are similar to regular Japanese public schools. **Salary & Benefits:** Base salary is from 3,100,000 to 5,100,000 yen per year, depending on experience and education; moving allowance, Japanese health insurance, and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials:** Resume, reference, photo, and cover letter. **Deadline:** Ongoing. **Contact:** Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522; <bostwick@gol.com>.

Taiwan—The Department of Applied English of Ming Chuan University in Taoyuan is urgently seeking assistant or associate professors. **Qualifications:** Doctorate in English, education, management, or communications-related field completed by August, 1998. Those with business experience will be given first consideration. **Duties:** Teach English reading, writing, speaking, and/or ESP in university and ex-

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tension programs; also some administrative responsibilities. **Salary and Benefits:** Approximately NT$63,000 per month with 1.5 months salary bonus per year after first year of service; health insurance; paid winter and summer vacations, etc. **Application Materials:** Resume with photo, writing sample, tape recording of speaking voice, and three letters of recommendation. **Deadline:** Ongoing search (ASAP). **Contact:** Irene Shen; Chair, Department of Applied English, c/o Department of Personnel, Ming Chuan University, No. 250 Sec. 5 Chung Shan North Road, Taipei 111, Taiwan ROC; t: 886-3-350-7001 ext. 3210; f: 886-3-350-0995; <ysshen@mcu.edu.tw>.

Tokyo-to—Aoyama Gakuin Women's Junior College in Shibuya is seeking a part-time teacher to join a staff of 12 foreign teachers averaging 11 years of service in the college's English language program. The position will begin April 1, 1999. **Qualifications:** Resident of Japan with an MA in TESOL or closely related field; native speaker competency, college teaching experience in Japan, basic computer skills (CALL experience preferred), experience in writing classroom materials and tests; Japanese ability sufficient to communicate with administrative staff. **Duties:** Teach eight 85-minute classes (listening, speaking, reading, and writing) over four days a week; attend weekly staff meetings; participate in team-teaching, curriculum development, course design, and course coordination. **Salary:** Based on qualifications and experience; one-year contract with renewability based on performance. **Application Materials:** Cover letter, resume, photograph, visa status including period and expiration date, copies of university and graduate school diplomas and transcripts, names, addresses, and phone numbers of two references, preferably recent supervisors, a list of publications and presentations, and samples of original classroom materials and tests. Application materials will not be returned. **Contact:** John Boylan; Coordinator, English Language Program, Aoyama Gakuin Women's Junior College, 4-4-25 Shibuya, Tokyo 150-8366. No phone calls, faxes, or e-mail, please. Short-listed candidates will be contacted for interviews.

The Web Corner

ELT News has a new web site at <http://www.eltnews.com>. Here is a brief list of other sites with links to English teaching in Japan.

"JALT Online" homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>. "Jobs" section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>.

"Sophia Applied Linguistics Circle" (Japanese site) at <http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>.

"Teaching English in Japan: A Guide to Getting a Job" at <http://www.wizweb.com/~susan/mainpage.html>.

"ESL Job Center on the Web" at <http://www.pacificnet.net/~sperling/jobcenter.html>.

"Ohayo Sensei" at <http://www.wco.com/~ohayo/>.

NACSIS (National Center for Science Information Systems) career information at <http://nacwww.nacsis.ac.jp>.

"The Digital Education Information Network Job Centre" at <http://www.go-ed.com/jobs/iatefl>.

"EFL in Asia" at <http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>.

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices, in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form in the January issue, and fax it to Bettina Begole at 0857-87-0858 or send it to <begole@po.harenet.ne.jp>, so that it is received before the 15th of the month, two months before publication.

差別に関する *The Language Teacher* Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。) これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、平成10年１月号に載せた用紙に必要事項をご記入の上、掲載希望月の２か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole, fax: 0857-87-0858; <begole@po.harenet.ne.jp>

* * *

Advertiser Index

IFC = inside front cover, IBC = inside back cover,
OBC = outside back cover

Cambridge University Press	18, 62
Intercom Press	6
I.T.P.	IFC
Longman	8, 40
Macmillan	4, 38, 52
Oxford University Press	IBC, OBC
Prentice-Hall Japan	22, 50
Seido	36

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (forming); Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
tel: 03-3837-1630; fax: 03-3837-1631; e-mail: jalt@gol.com

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育･語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

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JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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Special Issue:

Teaching World Citizenship in the Language Classroom

3 Introduction
5 Letters to TLT

special issue features

7 A Ghandian Perspective on Peace Education: An Interview with Rajmohan Gandhi
by Armene Modi
11 Teaching English for World Citizenship: Key Content Areas
by Kip A. Cates
15 Empowering ESL Students for World Citizenship
by Marilyn Higgins & Brid MacConville Tanaka
21 Teaching Resources for World Citizenship
by Kip Cates, Marilyn Higgins, & Brid MacConville Tanaka
25 So, What's World Citizenship?
by Jeris E. Strain
29 Communicating Classrooms: English Language Teaching and World Citizenship
by Don Harrison
33 国際理解のための英語コミュニケーション～その方策と実践　赤木弥生、島幸子
(English Communication for International Understanding: Methods for Implementation *by Akagi Yayoi & Shima Yukiko*)

working papers

37 Christmas in Kumamoto, *by Joseph Tomei*

net nuggets

39 Sites for Language Teachers

report

41 Task-Based Research in SLA, *by Brett Reynolds*

a chapter in your life

43 JALT Sendai

my share

45 Using *Rainbow War* to Raise Global Awareness
by Ken Fujioka
46 An Intercultural Communication Simulation
by Asako Kajiura & Greg Goodmacher
47 Studying the Rights of Non-Human Citizens of Earth, *by Greg Goodmacher*
48 A Thematic Week at a Small School
by James R. Welker & Stacia Houston

eulogy

53 Shigeo Imamura, *by David McMurray*

departments

51 Book Reviews
53 Recently Received
55 Bulletin Board
56 Of National SIGnificance
57 Chapter Reports
61 Chapter Meetings
63 Conference Calendar
65 Job Information Center/Positions
67 Advertiser Index
39 Authors

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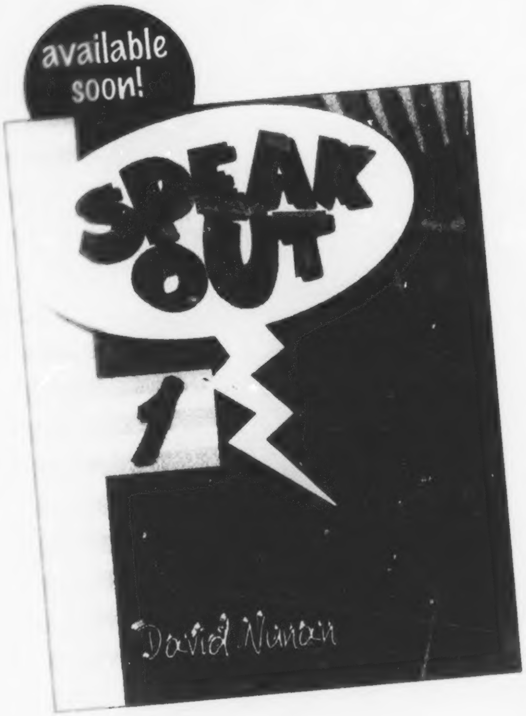

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three-centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

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English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Bill Lee.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in TLT are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. TLT will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に UnderCover 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALT による催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

Of National SIGnificance. JALT-recognised National Special Interest Groups may submit a monthly report to the Of National SIGnificance editor. Deadline: 15th of the month, 2 months prior to publication.

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Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of TLT (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. TLT encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

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The Language Teacher

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Introduction

This issue of *The Language Teacher* focuses on the theme of Global Citizenship and the role that language teachers can play in developing this concept. "Why us?" you might ask. It is because teaching language goes beyond grammar, syntax, and vocabulary. The people of the world are privileged at this time in history to be involved in an emerging and ongoing global dialogue. Participants in the global dialogue require not only basic language skills and a knowledge of other cultural backgrounds, but also an understanding of the issues that affect us all. Developing language skills and empowering people with the conceptual bases to be able to participate in these issues is part of what the Commission on Global Governance referred to in 1995 when it called upon the world to strengthen the "global neighborhood" that we all share (p. xviii).

In this issue, a variety of approaches offer a diversity of "voices" for the reader. The opening article presents an in-depth interview with Rajmohan Gandhi, the grandson of Mahatma Gandhi. Interviewer **Armene Modi** draws out Mr. Gandhi's thoughts on peace education and his opinions on the roles of teachers and language instruction. **Kip Cates** then introduces us to three content areas which help promote global awareness and a sense of world citizenship. He explains the term "world citizen" and outlines the rationale for teaching world citizen content in the EFL classroom. Strategies for developing communicative capacity are then offered by college-level teachers **Marilyn Higgins** and **Brid MacConville Tanaka**, whose methods aim to expand their students' world vision while building their competencies as contributors to our global society. **Kip, Marilyn,** and **Brid** then join forces and provide a comprehensive resource list that can be readily and easily used by those interested in exploring or teaching world citizenship. **Jeris Strain** presents a case study of a content-based university course on world citizenship, and provides some insights into the concerns of Japanese university students. A focus on young children in the article by **Don Harrison** describes how learning exchanges between school children in different countries reinforce the idea that young people are global citizens in their own right and can contribute to the development of an informed citizenship that aids both global understanding and action. The final feature article by **Yayoi Akagi** and **Yukiko Shima** articulates the recommendations of LINGUAPAX and discusses the need for the addition of ethical meaning to language education today. It shows how international understanding and awareness of the global society can be fostered in a classroom and how important and effective they are when learners are engaged in intercultural communication.

This month *TLT* introduces *Working Papers*, a column edited by **Joseph Tomei** concerning working conditions and problems faced by teachers in a shrinking economy and growing job insecurity.

Brett Reynolds reports on a November, 1998, lecture by *Rod Ellis*, part of Temple University's distinguished lecture series, and **Larry Davies** offers some sites for English language teachers in *Net Nuggets*.

On behalf of all of the contributors and those in the Global Issues in Language Education N-SIG, we hope that you will enjoy the articles in this special issue, and through them gain a better understanding of the importance and inherent value of teaching global concepts in the language classroom.

Michael Higgins, *Guest Editor-Yamaguchi National University*

Reference

Commission on Global Governance. (1995). *Our global neighborhood* (the report of the Commission on Global Governance). Oxford: Oxford University Press.

今月号のThe Language Teacherは、Global Citizenshipとこの概念を発展させるために語学教師ができる役割に焦点を当てています。「なぜ私たちが？」と疑問を感じる方もいるでしょう。それは、おそらく文法、統語論、語彙などの枠を語学教育が飛び出してしまうからでしょう。現在、世界の人々には、新しい、そして現在進行中のグローバルな議論に加わるという特権が与えられています。このグローバルな議論に加わるためには、基礎的な言語技能と他の異文化背景についての知識だけではなく、我々全てに影響を与える問題に対する理解が必要となります。言語技能を向上させ、概念的基礎とともに、これらの問題点の議論に参加することができる権限を与えることは、Commission on Global Governanceが1995年に言及したものの一部でもあります。

今月号では、読者の皆さんに様々なアプローチで「Vocies」の多様性を紹介しています。最初は、マハトマ・ガンジーの孫であるRajmohan Gandhi氏へのインタビュー記事から始まります。インタビューを行ったArmene Modiはガンジー氏の平和教育と、教師及び言語指導の役割についての彼の意見を引き出しています。続いて、Kip Catesはグローバルな認識と世界的市民観を発展させる三つの内容的な領域を紹介しています。彼は「世界的市民」という術語を説明し、EFLのクラスで世界的市民の内容を教えるための理論的背景を概説しています。続いて、communicative capacityを発展させるための方策について、大学で教えているMarilyn HigginsとBrid MacConvilleTanakaが述べています。ここで紹介されている方法は、グローバルな社会での貢献者としての能力を構築すると同時に、学習者の世界観を拡げることを目的としたものです。Kip MarilynとBridは世界的市民権を検討し、教えることに興味がある方が、すぐに、そして容易に使うことのできるリソースのリストを提供しています。Jeris Strainは世界市民権を教える内容中心の大学のコースについての事例を紹介し、日本の大学に在籍する学生に関連したいくつかの洞察を述べています。Don Harrisonによる児童に焦点を当てた論文では、いかに異なった国々の子供同士の交換学習が、子供は世界的市民である権利を持つという概念を強化し、そして、いかにグローバルな理解と行動を促進する見聞の広い市民権を発展させることに貢献できるかについて述べています。最後に赤木弥生と島幸子の論文では、LINGUAPAXを強く推奨し、今日の言語教育に倫理的な意味をつけ加えることの必要性について議論をしています。これは、国際理解とグローバルな社会への認識が、いかに育成されるかを示すと同時に、学習者が異文化間コミュニケーションに参加する際に、この認識がいかに重要で効果的かも示しています。

今月からTLTは、Jpseph Tomeiの編集による労働条件と、不況と労働機会の不安定さの中で教師が直面している問題についてのコラム、Working Papersが始まります。Brett Reynoldsは、Temple大学で開催されているレクチャーシリーズの一部、1998年11月に行われたRod Ellisの講義について報告します。Larry DaviesはNet Nuggetsにあるいくつかの英語教師のサイトについて紹介しています。

今月号の全ての投稿者及びグローバル問題N-SIGを代表して、皆さんがこの特別号の記事を楽しんでくださることを期待しております。そして、記事を通して言語教育において、グルーバルな概念を教えることの重要性と価値をより深く理解してくださることを願っています。

ゲスト編集者　マイケル・ヒギンズ（抄訳　衣川隆生）

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Simon Greehall

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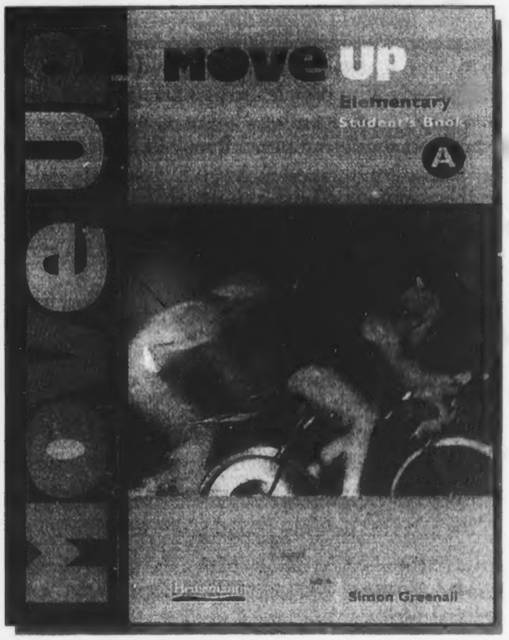

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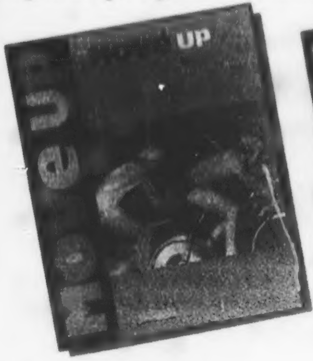

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How dedicated is JALT?

On *TLT*'s table of contents page, JALT claims to be "... dedicated to the improvement of language teaching and learning in Japan." I wonder to what extent this is true.

"Language teaching and learning in Japan" would seem to cover a wide spectrum: elementary, secondary, and tertiary education, as well as education "industries" such as *kumon*, *juku*, language schools, and many other areas.

And yet I can't help noticing an emphasis on tertiary education. I note that *all* 28 JALT Editors and Editorial Board members are university or college faculty. The vast majority of articles appearing in *TLT* are written by those in tertiary education. Various articles are directed specifically at tertiary education (e.g. *TLT 11*, 1998, p. 19) but there seems to be very little on the teaching of children, teaching in Junior or Senior High School, etc.

While I understand that much of the content of articles can be adapted to different situations, and also that publishing can be a large part of what those in tertiary education do, I wonder if there's scope for a more representative JALT (and hence a larger, wider membership?) and how this might be brought about successfully.

Recently I've been contacted by the forming association, English Teachers of Japan, which commented on the representativeness and responsiveness of current teacher organizations, and it will be interesting to see how JALT and others play their roles and adapt to continue to provide value to their members and so maintain a strong membership.

Yours,
John S. Dutton
Apple English Center, Ikeda, Osaka
JALT Kyoto Chapter

We asked JALT vice-president Brendan Lyons, a long-time member and high school teacher, to share his perspective on these concerns to all:

Dear John,

JALT's membership does indeed cover a wide spectrum which we hope to widen further. My own chapter, Hamamatsu, like many others, is almost totally composed of high school, junior high, and private language school teachers. During the Omiya Conference we met with Tim Conlon, the AJET national chairperson, and have exchanged membership databases to encourage grassroots contacts between JALT and AJET. The real question, as I see it, is not whether JALT is broadly representative but "Why there is not more evidence of this in JALT publications?" Quite simply, I think this comes down to two basic elements: Time and Desire.

Few commercial, primary, or secondary teachers have work schedules that allow the large number of hours required of the volunteers who run our publications. In some cases it amounts to a second full-time job. This does not mean that they are not encouraged to apply for these positions. They are. The simple fact is that few ever do, generally citing lack of time as the main reason.

College and university educators are under constant pressure to publish. JALT publications provide them with a forum, and there are many more of these people clamouring to get in than are actually accepted and published. Other teachers, however, are much more laid back about publishing articles. It's not a career requirement, and, again, many of them say they don't have the time. I know for a fact that *TLT* has often gone trawling for articles from non-university level teachers (myself included) and they have provided excellent pieces. The general level of enthusiasm is very different, though.

To sum up, I would say there is no lack of encouragement for non-tertiary level teachers to write or edit for JALT publications, but they seem, as a group, rather reluctant to come forward.

Yours sincerely,
Brendan Lyons
JALT Vice-President

TLT *takes this opportunity to encourage contributions from primary, secondary, or commercial teachers. We recognize that their extra burdens call for extra efforts, often solitary and under difficult conditions, and we will make matching efforts to provide the assistance, resources, and collegial support to bring their work to publication.*

The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

Note: TLT *follows the recommendation of the* Japan style sheet *that Japanese names be given in traditional order, surname first. This convention is occasionally reversed, at the author's request. For more information, see* Japan style sheet: The SWET guide for writers, editors, and translators *(pp. 33-36). Berkeley, CA: Stone Bridge Press. ISBN 1-880656-30-2.*

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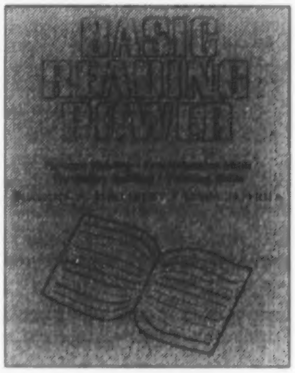

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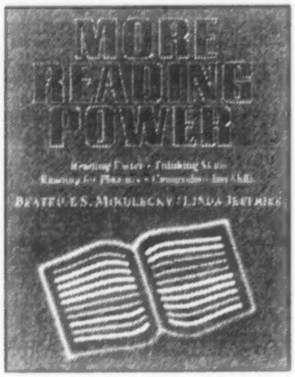

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A Ghandian Perspective on Peace Education: An Interview with Rajmohan Gandhi

Armene Modi

Following in the footsteps of his illustrious grand father, Mahatma Gandhi, Rajmohan Gandhi, an internationally renowned peace activist, has worked tirelessly as a crusader for peace, actively promoting dialogue and reconciliation among various groups in conflict both in India and abroad. Moreover, he is a distinguished author, journalist, and biographer, and has served as a senator in the Indian Rajya Sabha. During his term, he chaired a parliamentary committee of the Indian National Integration Council that dealt with issues pertaining to some of the most marginalized sections of Indian society: the Untouchables, and lower castes. He also led the 1990 Indian delegation to the UN Human Rights Commission in Geneva, and organized a *Yatra* (journey) by African Americans and others along the route of Gandhi's historic Salt March.

Mr. Gandhi has used his journalistic talents to further the cause for peace in the troubled Indian subcontinent. He launched the *Himmat Weekly*, which focused on various human rights issues, and was, for several years, editor of *The Indian Express*, one of India's primary newspapers. In his book *Understanding the Muslim Mind* (1987), he has attempted to study the Hindu-Muslim relationship. Among a number of books he has authored, two are biographies of his illustrious grandfathers: *The Good Boatman* (1995) portrays the life of his grandfather Mahatma Gandhi, while *Rajaji: A Life* (1997) focuses on the life of his maternal grandfather, Chakravarti Rajagopalachari, who was a freedom fighter and India's first Governor General after independence. The following interview with Mr. Gandhi took place at Obirin University in Spring 1997 while he was a visiting professor there. In this in-depth interview on the themes of peace and peace education, Rajmohan Gandhi shares his views and vision for a future of peace, and offers some food for thought to educators and language teachers interested in bringing peace issues into the language classroom.

Thank you for taking the time to do this interview despite your busy schedule. You are presently teaching courses at Obirin with a focus on peace studies. What, in your opinion, should be the essential elements of a course on peace education?

Peace education, first and foremost, must include reconciliation and conflict resolution. The two must go together. I don't myself see one without the other. Conflict resolution should include scope for non-violent struggle, and non-violent struggle must have scope for negotiation, dialogue and a settlement. Peace education, however, needs to include not only strategies for non-violent actions and conflict resolution, but also peaceful, non-violent struggles for justice, as well as education about different races, different religious groups, different cultures, and different civilizations.

There is a particular need to include an emphasis on listening to each other. From my experience, the greatest blocks to peace are when people are not prepared to listen to the other side. And the greatest breakthroughs are achieved when we *do* listen to the other side. That is to my mind, a crucial ingredient of peace education.

Obviously peace education is not something that can be done in the classroom alone. The home is a crucial place, as is the neighborhood. Politicians, entertainers, sports figures and media people all have a great impact on children. Education in the classroom can be negated by the "education" that children receive from the media, so, we have to widen our orbits to include all these areas.

Do you think then that peace education can be a viable means of helping people overcome violence and achieve human justice? What do we as educators need to do?

These are vast questions, but it seems to me that living with one's neighbor, eliminating hatreds and prejudices, coping with different versions of history, coping with incomplete or false representations of different religions; these do require immense effort in the school room as well as in the world outside. I don't know whether I can recommend a simple formula or proposals for this, but obviously the ultimate goal is that each person sees himself or herself clearly. It's very easy for all of us to have strong feelings against injustices and discriminations in the world outside, but perhaps, not so easy for us to see whether our own hearts harbor some discrimination, some prejudice, some bias. One thing we must teach students is to look at themselves, to turn the search light inwards.

Apart from training a child to look at herself, himself, maybe we need to see whether we can train each citizen to be something of a reconciler, something of a healer, as well as something of a fighter. If there is something wrong, we have to fight. But if two people are determined to fight each other, to take revenge on each other, then we must do more than fight; we must help the two groups to reconcile with each other. Now these arts are not so easily taught. It's not a question of a curriculum being devised. This needs a lot more study and sensitivity.

You have often described yourself as "primarily committed to the bridging of human divisions." Could you share with us some of your own personal experiences as a bridge-builder in India and elsewhere?

I would certainly describe myself as one with a great desire to be a bridge builder. I can't say I have been very successful, but I *am* keen on bridge building. In India, I have attempted to deal with the Hindu-Muslim divide, with the rich-poor divide, with the divide between separated political parties, and with the tension between different language and ethnic groups. Sometimes these experiences have taken place in areas of tension: in Assam, in Kashmir, in the Punjab, and elsewhere. In other parts of the world, I have attempted bridge building between India and Pakistan, and between Tamils and Singhalese in Sri Lanka. I have also, in a limited way, been involved in bridge-building efforts in other parts of the world, such as South Tyrol, where German-speaking and Italian-speaking people were involved in a very deep division, and in Ireland.

I would say that one lesson I have learned is how easy it is and how constant it has been throughout history that people have tended to blame a neighboring group for many of their problems. This seems to be in India a very strong feature. In the northeast many tribal groups such as the Nagas, the Bodas, and the Assamese, blame each other for their own lack of political and economic clout, alleging linguistic and cultural suppression. In the north, between the state of Punjab and the state of Rajasthan and Haryana, there are fierce disputes over water distribution. Incidentally the distribution of water, which is a scarce resource in India, is a very major source of conflict. And sometimes there is a very strong perception that *our* need is greater than *their* need. Very often the other side has almost the opposite perspective.

So what do we need to do to develop sympathy and empathy among people for "the other"?

I have always found that stories do more than theories. And my own story does more than anybody else's story. I guess every teacher must have discovered that. I've often found that if I can tell an honest story about some prejudice in me that I have overcome, that impact is very strong. Certainly that has been the impact on me of others who have told me their stories. Then I can straight away live into that person's situation, I know that I am listening to something authentic.

I often tell a story about myself, when I first as a boy heard of a Pakistani Prime Minister who had been shot. My initial reaction was negative: I felt glad it had happened, and hoped that he would soon die from the shot. This negative reaction stemmed from the general prejudice I had against Pakistan, the same prejudice that many of my fellow countrymen shared. And then I considered that Pakistani Prime Minister or not, he was first and foremost a human being, and saw my reaction for what it was, namely that it was a very mean and petty kind of reaction, and when I saw that, a stereotype against Pakistanis in my own mind was broken. I would like to believe that when I have told the story, maybe some stereotypes in other people's minds also have been edged out, I hope.

In terms of attempting reconciliation with "the cultural other," for example in India, with the high caste Hindus and the Untouchables, what sort of way can we help to have the two sides look beyond the divisions that create the barriers, and see each other as human beings?

If there is a possibility of a dialogue with the other group about whom there are stereotypes held, then I think that's probably one way of really introducing the cultural other, physically if that's possible. It's always interesting to find out if we have actually met any of the cultural other that we have strong views about. I think when a child discovers that he or she has never actually met that group but yet has such negative views about them, they may feel that that's not all there is to it.

What advice do you have for would-be peacemakers?

One thing we have to recognize is that so many people have a stake in continuing divisions, in continuing hate, so peace-making isn't all this popular. You may have a very large constituency for peace on both sides, but often you have powerful interests who would like the hating and the fighting to continue. So you have to reckon with opposition to peace efforts, sometimes even from the media. If it is not easy for an outsider to serve the cause of peace, we can imagine how much more difficult it could be for an insider, surrounded by a neighborhood of angry people to work for peace. Often the peacemaker, especially if he or she is one of the involved parties, faces tremendous hostility from their own side who don't want to let go of their anger or hatred. They regard a peacemaker as a compromiser, or a traitor. But there is almost always a very strong constituency for peace. After all, violence destroys normal life, people want peace, and a way out of the destruction.

Yet, if the world is to become a better place, we need many more people who can be peacemakers. Consider Rwanda where hundreds of thousands of people have been killed, where children have seen their parents hacked to death and parents have watched their children massacred. Yet, in many cases, they have to live with the people who may have done the killings. How do those people live together? In India we have the Hindu-Muslim situation and in some areas, there has been terrible violence. Again, people have to live in the same neighborhood. Where else can they go? Although they go away for some time, they return to their homes for jobs and to resume their shattered lives. So the world very much needs healers, reconcilers.

Another thing that any would-be peacemaker has to realize is that many people are engaged in peace making. Discovering who else is involved, and working with them is also important. Luckily there are som amazing examples of healing, such as the remarkable change in South Africa. Another is what has happened between France and Germany. Considering the long history of terrible wars and hatreds and vengeance between Germany and France, the present situation is quite astonishing.

In recent history, major changes have been accomplished non-violently, for example, in South Africa, where in 1994, apartheid was ultimately eliminated through non-violent means. You just mentioned the remarkable changes in South Africa as one example of healing. Perhaps, one of the factors that brought the South African government around was the international boycott of South Africa. The overthrow of Marcos in the Philippines in 1986, is another example. Millions of people there united under the People's Power Movement to finally oust Marcos' dictatorial regime, bravely facing the soldiers' tanks and machine guns with non-violence. How do you interpret these events?

I think we have to credit not only Mandela and his colleagues in the freedom movement of South Africa but also De Clerk and others and the white leadership for the change. There was a long history of opposition to apartheid outside South Africa in the United Nations and elsewhere. The Nobel Peace Prize was also used very strategically. First, Chief Lutuli of the ANC was given the Nobel Peace Prize in 1960, then Archbishop Tutu in 1984, and of course the economic boycott to which you referred. We also should recognize that the change in South Africa took place following dialogue at numerous levels. In a number of cities, across many layers: trade unions, teachers, industrialists, sports people, and of course politicians, and media people, they all held dialogue across race. So it was ultimately a triumph of common sense and sanity over foolishness.

It was also a manifestation of the power of non-violence. Non-violence should be understood to mean both peaceful direct actions such as boycotts or disobedience of unjust laws but also dialogue, conversation, listening, and negotiation. That also is very much part of non-violence, so both these aspects of non-violence were to the fore in the South African situation. In the Philippines, too, there was great popular dissatisfaction with the excesses of the Marcos regime. Again, there was international discontent, and then people like Aquino and his wife and many others, Cardinal Sin, the church, as well as citizens in the Philippines turned to disciplined non-violent action which ultimately triumphed.

Why has India unfortunately, not succeeded in learning the lessons of non-violence and tolerance that Gandhi taught and died for?

I think one reason is Gandhi's lesson was a difficult lesson to learn; we'd rather not learn it. One way of answering your question is to say the Indian people instinctively understood that Gandhi was a very effective leader of the freedom movement. His non-violent strategy against the British appealed to Indians. The British were baffled by it. If they used force against the non-violent movement, the movement would became stronger, the anger against the British would grow not only in India, but world-wide, because the world said this non-violent movement should not be crushed through force. If they did not use force, then the movement would expand and expand. So, it was a highly effective strategy.

One might even say with some truth that Indian people very knowingly used Gandhi to attain Indian independence, but they had no wish to follow him in his deeper challenges. He asked Muslims and Hindus to forgive each other, not to dwell on the past, but to focus on the future. Shortly before he was killed, there was Hindu-Muslim tension and some Muslims in India wrote an article in a Muslim journal saying that what the Muslims of India needed was another Ghazni who had come and destroyed the Hindu temple at Somnath a long time ago. When this article was brought to Gandhi's attention he commented that he was very surprised and pained that Muslims should write like that. Then he added that neither should Hindus dwell on the wrongs done by the Muslims. Rather, Muslims themselves should dwell on the wrongs done by the Muslims. That's very difficult teaching.

But as you said earlier, non-violence was successful.

As a strategy, yes. Gandhi himself said, "They followed me because this was an effective approach." In fact Gandhi is on record as saying "If Indians could have made the atom bomb, they would have used it against the British." They did not follow Gandhi because of a deep faith in non-violence. Of course a few people did have a very deep faith, but the vast majority knew only that non-violence was more effective than bombs.

Can you comment on what the Japanese can learn from the experiences of the Indian people?

Japan compared with India is really more comfortable in terms of ethnic relations or homogeneity. I'm sure there are problems, but they are minor in comparison. I think the question is not so much what people in Japan or the Western world can learn from the experiences of people in India, but how many in Japan and the Western world will be prepared to give of themselves to heal the problems in India, in Africa, in other parts of the world. That, to me, is the real issue.

Can you tell us how language teaching has promoted peace? Or perhaps touch on your positive or negative experiences when you were learning a language?

My experience of language teaching or language learning is very meager, almost non-existent. But I do know this, that even if I understand a few phrases in another language, it does build a bond between me and that speaker and the culture of that speaker. The fact that I have learned some Urdu phrases, for example, enables me to have a conversation with not only some Muslims in India but the people in Pakistan too. So I can see the usefulness of that. I know of so many areas where deep feelings of hurt seem to be linked to the question of language.

Can you elaborate, just give us some examples?

I know of many French people who knew German but were unwilling to speak it, many German people who knew French but were unwilling to speak it, many Koreans who knew Japanese but were unwilling to speak it, many East Europeans who knew Russian but were unwilling to speak it because of their hurts. I suppose language brings to mind, or is the first introduction of, another culture, so any deep feelings we may have are attracted by that.

The goal of language learning is ultimately to be able to communicate. In your opinion, what is good communication?

Good communication is when you reach the other person's well-protected, well-concealed heart, and the other person penetrates through all the things that you have protecting your heart and reaches you. Part of it is in breaking through all the layers of politeness, correctness, prejudice, ignorance, preconceptions, in reaching the other person's heart and letting that person reach your heart. I suppose if I were to think more about it, I would even say that good communication must not only reach the other's heart, but somehow touch it and even heal it. But that's really asking for a very great deal.

What is the role that communication can play in promoting or obstructing peace?

I think when a German is touched by a French story; that incident of communication builds a bridge. When I read a newspaper or a magazine about some simple incident in Pakistan that moves me, then very effective communication has been carried out. If I listen to a teacher talking about something in some other part of the world, in a way that I'm moved, then that class has built a wonderful bridge between me and another country.

In terms of obstructing peace, in India, and Pakistan, we do have incomplete, sometimes quite inaccurate, completely false, or purely fabricated stories in the media about the other country which feed poison in the minds of the people. So the effect is obvious. And I guess the same kind of block or hurdle can be created by a teacher in a classroom if he or she purveys negative information about another country. I don't think we need to censor out bad information. I think that would be bad communication. But even bad information about another part of the world can be presented in a constructive way and in a way that does not create divisions but creates some kind of desire to correct whatever may be wrong. So, I would say a good communicator would not withhold disturbing information but would place it in perspective.

Some language educators feel that language learning should enable students to achieve "communicative competence." Others feel that perhaps, what we need to aim for in language teaching is "communicative peace." What, in your opinion, are the implications of "communicative peace" for language teachers who want to empower their students?

First, let me say that I'm very impressed by the fact that language teachers have decided that their teaching must do much more than just teach a language, but that the opportunity should be used for something much deeper, perhaps much greater, for communicative peace. Although I don't feel qualified to comment, I can see instinctively that a language teacher obviously is teaching a language other than the student's native language which immediately suggests cultural tolerance, understanding, sensitivity, and other such values. It will need a lot of reflection, a lot of exchange of teaching experiences.

People are often taught that the other side, the *they* are the enemy. In many places in India, and indeed in the world, this phrase is so common; "If you run into a snake or you run into that particular tribal, or 'the other', deal with 'the other' first, because he's more dangerous than the snake." This seems to be a way of thinking in every part of the world; it's very strong in India. Parents seem to instill these prejudices in children, and children grow up with these. Sometimes we interpret current events in accordance with these prejudices which sometimes tend to confirm these prejudices. A person in Israel, for example, reading about some things happening with the Taliban in Afghanistan or some things in Iran or Iraq may say, "well there you are, the Muslims are so narrow-minded." Likewise on the Arab side, vis-à-vis some news items that comes from Israel. We often, in our daily acts, give evidence to confirm other people's prejudices about us: that's also true. To inculcate some wisdom in this sort of situation, some sanity, some long-term perspective, faith, hope, I guess it takes a long time. Maybe it takes more than just methods, formulae, and approaches. I think, perhaps in some cases, it needs prayer, it needs humility.

Is there anything you have to say to language teachers in their role as peace educators?

I am quite moved to see that a group of language teachers have decided to have this great aim, and not confine themselves just to teaching the technique of another language. Since obviously language teaching takes place in the interface of cultures, and the interface of races, it could be so important in reminding people of the commonness of humanity which is di-

GANDHI, cont'd on p. 24

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Teaching English for World Citizenship: Key Content Areas

本論は、内容重視のアプローチを通して、学習者に世界に対する認識と世界市民(world citizen)としての意識を助成するような三つの人文社会の分野を英語語学教師に紹介している。導入部分では、世界市民という用語並びに"世界市民権のための教育"の分野を簡潔に説明し、またEFLのクラスで、世界市民の内容を教えることの理論的解釈の概略を述べている。次に著者は、地理的な識字率、世界のテーマとグローバル問題等、語学教師が教育に組み込むことができる三つの主要な世界市民人文社会の分野について明確に述べている。三つの各々の分野に対して、過去の研究事例や、授業の専門家による実例、教師用資料と共に、説明と理論的解釈がなされている。

I am not an Athenian or a Greek, but a citizen of the world. - *Socrates*

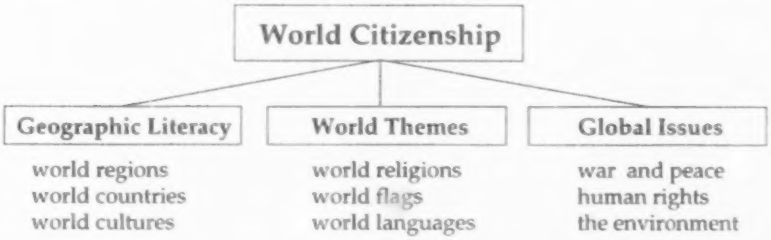
For many people, the term "world citizenship" has a very modern feel. Yet, as Socrates' quote shows, this ideal has a long pedigree. The idea that people should have a loyalty to the human family above and beyond their national citizenship has been advocated throughout history by people as diverse as Einstein, who called nationalism "the measles of mankind," and by Pablo Casals who declared, "The love of one's country is a splendid thing. But, why should love stop at the border?" Writers such as Ferencz and Keyes (1991), and Nobel Peace Prize winner Joseph Rotblat (1997) argue that, just as historically we learned to extend our loyalty to our family, community, and nation, we must now take the final step and develop an allegiance to humanity as a whole if we are to solve the many global problems which face us all.

Education aimed at promoting world citizenship began after World War II and has developed under various names since then: Education for International Understanding (1947), Education in World Citizenship (1952), World Studies (1980s), and Global Education (1980s). Within these fields, various educators have attempted to sketch out what an education for world citizenship might entail and how it might best be taught (Fisher & Hicks, 1985; Kniep, 1987; Pike & Selby, 1988).

English language teachers are in a unique position to promote the ideal of world citizenship through their work. The rationale for doing so rests on a number of points:

- the emerging role of "English as a global language" for communicating with people from cultures around the globe (Crystal, 1997);
- the growing interest in content-based instruction focussed on meaningful communication about real-world issues (Brinton, 1989, Mohan, 1986);

Figure 1: World Citizenship Model



- appeals by UNESCO's Linguapax Project and by Ministries of Education for foreign language teaching to more effectively promote international understanding (UNESCO, 1987).

For teachers interested in promoting a sense of world citizenship among their students, three key content areas can be identified: geographic literacy, world themes, and global issues (see Figure 1).

Geographic Literacy

> *In this era of global interdependence, it is imperative that students gain an understanding and awareness of the world, its countries and cultures.* - Wheeler (1994, p. iv)

The first content area of education for world citizenship is geographic literacy: promoting a knowledge of the countries and regions of the world. This is no simple task.

If, as people say, we live in a "global village," then many EFL learners are lost on the outskirts of town. Most of us have encountered students who think the language of Latin America is Latin or that Brazil is in Europe. Various surveys show that one in four American youth can't find the Pacific Ocean on a world map or that 80% of Japanese high school students can't locate South Korea (Cates, 1990).

Luckily, geographic illiteracy is a curable disease and a growing number of language teachers are working to address this. Some have designed language courses around world regions. Fisher (1996), for example, surprised at his Japanese students' lack of familiarity and negative images of the Middle East, designed a 12-week course on Middle Eastern countries. This had students role play tourists who "visited" Turkey, Syria, Israel, Egypt and Morocco, "bought" Middle Eastern souvenirs from the teacher's collection (jewelry, prayer shawls, carpets), and studied films such as *Lawrence of Arabia*.

Other teachers have designed survey courses on "nations of the world" in which students practice English while deepening their interest in and understanding of foreign countries. Shang (1991, p. 39), for example, had students each choose one nation and give an oral presentation using *Culturgram* country profiles. McHugh (1992, p. 12) used a computerized database to have EFL students discuss statistics on health, literacy, and GNP in different nations. Others, such as Retish (1992) and Vanyushkina (1997, p. 80), advocated a multicultural approach, claiming that when students see films of a country, taste the food, read literature, try on ethnic dress, look at posters, listen to music ,and write to pen pals, that country comes alive for them.

There is no lack of resources for teachers who wish to promote geographical awareness among their students. Meloni (1998) has shown the potential of the Internet for promoting world awareness and lists a rich variety of World Wide Web sites with information about world countries. Teaching resources include books such as *Games for Global Awareness* (Asch, 1994), *Passport to Understanding* (Gray, 1992), and *Countries and Cultures* (Wheeler, 1994), which feature games, readings, and other activities on world countries and cultures. *Cue Cards: Nations of the World* (Clark & Mussman, 1993) contains country profile cards specifically designed for language teaching. (See "Teaching Resources for World Citizenship" in this issue by Cates, Higgins, & MacConville for specific references.)

Language textbooks are also beginning to touch upon world countries and cultures. High school EFL texts in Japan now contain lessons on countries ranging from Kenya to Korea while recent commercial texts include titles such as *Big Cities of the World* (Ishiguro, 1991), *Jiro Goes to Europe* (Someya, 1995), and *Changing Asia* (Walker, 1995).

World Themes

> *Teaching (world) cultures by themes gives students a more complete picture of what cultures are, helps them make productive comparisons, and shows how we share basic aspects of living that each culture expresses in a different way.* - Kepler (1996, p. 3)

The second area of education for world citizenship is world themes: a knowledge of topics such as world religions, world flags, and world languages. Not much has been done yet to develop courses or materials in this area, though some writers have included world themes in their EFL texts. Examples include *Speaking Globally* (Grohe & Root, 1996), *The Global Classroom* (de Cou-Landberg, 1994), and *Go Global* (Tokiwamatsu, 1998).

For the past several years, I've experimented in my Japanese university EFL classes with this kind of international themework aimed at practicing language skills while promoting global awareness and world citizenship. The one-semester, four-skills course I've designed includes the following 12 themes: world names, world religions, world flags, world languages, world writing systems, world money, world education, world festivals, world music, world gestures, world newspapers, and world place names.

Each 90-minute lesson has two sets of aims—a set of language learning aims and a set of global education aims. Language learning aims revolve around vocabulary expansion, four skills development, oral fluency and communicative practice. Global education aims revolve around acquiring knowledge of world themes and skills for world citizenship.

For our lesson on "world names," students read about naming customs from places such as Korea and West Africa, write explanations of their own Japanese names in English and learn to identify ethnic origins from first and last names. At the end of the class, students have not only improved their English but have acquired the understanding that last names ending in *-escu* are Romanian, the suffix *-opoulos* designates a Greek name and the name *Lagstrom* denotes a Scandinavian background.

For "world religions," students master vocabulary, strengthen language skills, and develop fluency as they acquire a basic understanding of world religions, a knowledge of their history and traditions, respect for the religious beliefs of others, and an interest in the world's faiths. Students start with a vocabulary game, working in groups to fill in a chart with the English names of the founder, by which name they refer to God, what their adherents are called, the names of their holy book and place of worship, and holidays for Christianity, Islam, Judaism, Buddhism, and Hinduism. They next read capsule profiles of these five world religions, then reinforce their knowledge through oral comprehension questions. The lesson finishes with a world religion quiz and a class discussion about religion and students' lives.

The lesson on world flags has students study the 180+ flags of the world, listen to the stories behind individual designs, and learn to recognize common world flags. For homework, students research one nation's flag or design a "world flag" and explain its meaning.

The lesson on world money introduces students to the history of money, the names of world currencies and a money analysis game where they learn to infer cultural information about nations such as Vietnam, Egypt and Russia by analyzing images on actual bills from these countries.

In "world writing systems," students study the history and features of 10 world alphabets, and learn to identify scripts such as Russian cyrillic, Korean hangul and Hindi devanagari. As homework, they try writing Arabic, Thai, or Egyptian hieroglyphics, and write an English report about the experience.

For "world languages," they study language families, then read basic information (history, number of speakers, places spoken, unique features) about seven world languages: Arabic, Chinese, French, German, Korean, Russian, and Spanish. After hearing tape-recorded examples of these languages being spoken, students are given a language recognition quiz to see if they can identify the language from the sound alone. They then practice basic expressions (*Hello, How are you?, Fine, Thank you, My name is . . . , Goodbye*) in all seven languages until they can greet each other in simple French or hold a short conversation in Chinese. As homework, they research a particular language or try their conversational ability in seven languages on our university foreign students and describe the experience in English.

All these topics are studied in English and students work hard to acquire the vocabulary and language skills for each theme. At the same time, they come away from each class with a greater awareness of world cultures, with a knowledge of such topics as world religions, and with world citizenship skills such as the ability to identify world flags, languages or writing systems.

Global Issues

> *If young people are to be truly informed about their world, their education must engage them in inquiry about the causes, effects and potential solutions to the global issues of our time.* Kniep. (1987, p. 69)

The third area of education for world citizenship is global issues: helping students develop an understanding of world problems such as war, human rights, world hunger, and the environment. The rationale for dealing with this in language teaching is explained by Provo (1993, March 18, p. 12):

> "Global issues" and "global education" are hot new buzzwords in the language teaching world. Global education is the process of introducing students to world issues, providing them with relevant information and developing the skills they will need to help work towards solutions. Those who support global education usually defend it in this way: we all need to use reading passages, dialogues and discussions in our teaching, so why not design these with content that informs students of important world issues and challenges them to consider solutions?

Interest in global issues as language teaching content has exploded during the past decade, with *Global Issues* interest sections now established in JALT (1991), Korea TESOL (1995), and IATEFL (1995). Global education handbooks such as Pike & Selby (1988) and Fisher & Hicks (1985) are now being read by language teachers and have recently been translated into Japanese (Fisher & Hicks, 1991; Nakagawa, 1997). Initiatives concerning global issues can be seen each year in the rich variety of classroom activities, curriculum design and language texts introduced at international language teaching conferences. Among the 50+ existing EFL texts dealing with global issues are titles such as *Global Views* (Sokolik 1993), *Environmental Issues* (Peaty, 1995), and *The World Around Us* (Hoppenrath & Royal, 1997). Even Japanese high school texts now feature English lessons on topics as diverse as Martin Luther King, tropical rainforests, African famine, and war in Sarajevo.

Conclusion

What are the benefits of teaching about geographic literacy, world themes and global issues? One benefit concerns relevance, excitement and student motivation. The countries, themes and issues taught each morning in an "English for world citizenship class" appear each night on the TV news—a daily lesson in relevance. The knowledge about world nations, topics and issues, and the ability to discuss these in English, translates into a feeling for students of becoming international cosmopolitans. All this leads to a degree of excitement and interest that is hard to compare to more traditional classes.

A second benefit is the promotion of international understanding. Japanese students often have little incentive to meet foreign people or adequate world knowledge to interact effectively with them. Some feel, "I know nothing about foreign countries or global issues, so what's there to talk about?" Others, more proficient in English, may try to strike up conversations but end up angering their foreign friends. Linguistic proficiency, after all, has no inherent relation with international understanding. It doesn't matter how good your English (or your intentions), if you alienate a friendly Muslim student by persistently offering him alcohol because you are ignorant of Islamic taboos.

Once students have studied world regions, themes, and issues in English, however, they have a base of knowledge and awareness from which to expand. A direct result is the warm response of foreign people at meeting Japanese youth who know something of their countries and world issues, and who can communicate this in English. This not only leads to friendlier relations between individuals (and increased English use), but improves the reputation of Japan from a country ignorant of world affairs to a nation of people interested and knowledgeable about world countries, cultures and problems.

By designing language learning activities, materials and curricula around geographic literacy, world themes, and global issues, English language teachers can truly contribute to promoting world citizenship. When done effectively, this can lead to both improved language proficiency and to the development of global knowledge and skills. The final result is the development in students of the philosophy espoused by William Lloyd Garrison: *The world is my country, all men are my brothers, to do good is my religion.*

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「読者の声」お便り募集

「The Language Teacher」では「読者の声」のコラムを新設しました。誰もが参加できるフォーラムで、とりわけ、普段発言の機会のない皆様からのお便りは大歓迎です。「The Language Teacher」の内容からJALT全般にわたる問題について、読者からの簡潔で時宜を得た（あるいは普遍性のある）お便りをお寄せください。記事に対するご意見のほか、編集者および特定の著者に対するお手紙でも構いません。（記事に対するご意見は、必ず元の記事の問題を明記してください。長めのご意見は従来通りReaders' ViewsまたはOpinions & Perspectivesのコラム宛お送りください。）

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Empowering ESL Students for World Citizenship

同じ視点を持った二人の著者は、英語を教える目的と、学習者が社会の貢献者になるよう促進するために、グローバル問題を使っている。両氏は学生の英語運用能力を伸ばすことによってそうしているのである。現在、両氏共そのテーマを日本で教えていて、EFLとESLの教師が直面している状態について述べている。本論では、彼等が開発したコースの概要を述べ、資料のリストも提供している。

University and college students in Japan are among the luckiest young people on the planet. They have been raised in an environment of relative physical and social safety, in an affluent society that has valued education for all. One of the goals set by Japan's Ministry of Education is for Japanese students "to be capable of contributing to a peaceful international society" (Onishi, 1995, p. 236). Yet, how many college students are able to use their capacities to attain this goal? In this article, we will share some specific activities that we have found useful in empowering our students to recognize and develop competency in their ability to fulfill this noble goal, while at the same time helping them to overcome some of the cultural obstacles to its achievement.

Background

The educational environment

Kokusaika (internationalization), the term used and abused in Japanese society, may be behind the Ministry's aspiration. McVeigh (1997, p. 66) writes,

> A careful examination of this word's contextual usage reveals an important discourse centering on national identity: what is international is anything non-Japanese, and to talk about things non-Japanese is in fact an indirect strategy for discussing Japaneseness .... Being Japanese and being a Kokusai-jin (international person) are often contrasted and seem to define each other. Education on matters international and second language acquisition more often than not reinforce an us-them mode of thinking.

This attitude and approach has some negative effects. The us-them mode of thinking when applied to foreign language acquisition turns the concept of internationalization into a Japanese window on the world, viewed from a familiar safety net of Japanese values. Many ESL students, while bright and eager in their own way, are also naïve and undernourished in their vision of the world. Those students who go beyond the us-them mentality and who, for example, manage to forge deeper ties with a host family on a homestay program, are the minority. The majority of students have studied English as a compulsory subject for six years, and are unable to complete an entire sentence unaided or indeed to understand one spoken to them. What is worse, their concept of the world seems shallow and confined to stereotypes, and they appear to lack the skills necessary to take a more in-depth look. Teachers may despair that these students appear not only to lack communicative competence, but more importantly seem to lack enquiring minds and motivation.

What is a teacher to do, especially one who believes that a fundamental goal of teaching is the empowerment of others? By empowerment we mean a process of providing each student with access, skill, and expertise to tap the powers of their own minds and hearts so that they can investigate, interact with, and develop themselves within the matrix of the world. Conveying the concept that our world can be shaped and reshaped by our own vision through the development of our competencies, including communicative competency, is to spark individual empowerment.

A teacher concerned with empowerment can use global issues to encourage students, while they are learning English, to become capable contributors to society, locally and globally. To be contributors to society at any level requires development of critical thinking skills. Expanding vocabulary and linguistic concepts so that students are able to comprehend, make inferences, predict outcomes, and evaluate principles and goals are among the critical thinking skills which lead to a greater sense of self and internal guidance systems which enable people to work as "empowered" independent individuals. Democracies work on the principle that individuals are educated to work in cooperation with others within an informed connection to authority. Terms such as "power" and "authority" are often misused and maligned. However, viewed in another way, power is energy and capacity for change. We all have a given measure of it. Authority, in its root meaning, is the "power to increase" and implies that we gain greater strength and power by increasing our capacities as we put ourselves in organized service to that which can benefit humanity.

This has a great deal to do with education (which means to *educe,* or draw out one's innate capacities), and in this case particularly, education in English as a second language. When we face classes of apparently apathetic and disoriented students, we can easily "catch" their sense of powerlessness if we view our task as one of merely putting students through the curriculum without addressing their need to connect to the power of a deeper motivation. In order to understand and ultimately encourage an atmosphere where self-empowered global citizenship can emerge, ESL teachers in Japan would do well to accept as the normal starting point for their students, the limited concept of internationalization as described above. In addition to understanding their students' limited worldview, teachers may also find it useful to be aware of the following cultural conditions.

The classroom as a "ritual domain"

Consider that all students have come through a system of education which has chiefly trained them to pass rote memorization examinations, and where they have experienced their learning in a "ritual domain" as described by Lebra (1976). The ritual domain of the Japanese classroom is one in which social distance is maintained, the student's behavior becomes guarded and reticent in order to avoid making mistakes (Mutch, 1995). The "examination hell," as it is commonly called, and experience of the ritual domain produce disastrous results in communication skills:

> Thus in an English language course, for example, there is careful preparation for the sort of complex grammar questions that are asked on examinations, but less attention is paid to actually learning to read English and virtually none to speaking it or understanding it by ear. (Reischauer & Jansen, 1995, p. 193)

Cultural modesty

This reticent behavior is also seen as a cultural norm in Japan and exhibited in the classroom as a "cultural modesty in speaking in public or displaying knowledge, coupled with a tendency to avoid situations where an incorrect answer might be given. Students are reluctant to volunteer answers or to speak in English unless the whole class does" (Mutch, 1995, pp. 14-15).

Burn-out and discontent

In many cases attitudes displayed by university students in Japan include a very real and somewhat justified apathy:

> Students who have won admittance to the prestige universities as well as those who have had to settle for lesser institutions often find university life disappointing, and many react to it with apathy or unrest. This is in part a psychological letdown after the years of preparation for the entrance exam. (Reischauer & Jansen, 1995, p. 197)

It is a formidable challenge to face a classroom of students whose limited world view, cultural reticence, ritual training, and educational battle fatigue have left them with ingrained habits that strongly resemble incompetence and apathy in a classroom requiring communicative interaction. However, awareness of the psychological implications of their passage through the system allows us to be accepting of them. It is a starting point from which to create a positive environment conducive to the transformation necessary for empowerment to take place: "Teaching, after all, is unlike any other profession in the complex balance it must strike between nurturing and challenging, between private and public, between sympathetic regard and timely demand" (Hess, 1992, p. 24).

Given these general conditions and given the brief time span of generally less than 40 class hours in the average university year, what activities might an ESL/EFL teacher do to empower the vision, the communicative skills, and global awareness and concern that will spark the students' identity as world citizens? The following sections will offer specific activities that we have found effective in this regard.

Overview

The authors have taught Global Issues at the university level as required credit courses. Both teach first and second year students in classes of 25 or less, and meet these classes once a week for 90 minutes. Our students enter college with varying goals, but whether or not our graduates will be engaged in work or travel overseas, involved formally or informally in on-going international discussions, or only occasionally meeting foreigners in public or private sector activities in Japan, our students' attitudes toward people of other nations and their ability to communicate in English are important tools for their future.

From our combined 15 years of efforts in developing and refining creative curricula that empower students as world citizens, we offer a selection of activities from simple basic exercises to more complex skills and communicative activities.

Course goals

One of our aims is to help students gain confidence in extracting the essence of information and ideas available in "authentic materials" such as maps, atlases, newspapers, UN reports, documentary videos, music, the Internet, and CD-ROMs. When the students leave the classroom, they will no longer have the sheltered world of textbook materials with Japanese notes and carefully written comprehension exercises to rely on. By using authentic materials an attempt is made to introduce students to the real world of English.

A second aim is to encourage students to recognize and develop the power of their own voice. Through creating a nurturing atmosphere of classroom discussion and group consultation, as well as varied formats for expressing themselves simply yet directly, many of our students gain their first experience of having their opinions taken seriously. The element of consultation is important, for, "By participating in the group's problem solving . . . students become part of the solution" (Gibbs, 1987, p. 69).

Methods

The course style is part lecture, combined with an activity orientation using as many visual aids as necessary to help students build "maps" of reference, including videos, documentary or news reports, and occasional movies. Textbooks have been experimented with over the years, but we have found they do not help the student make the leap from merely reading about a topic to gaining a developing sense of identity as a member of a global family. The most effective approach we have found is for the teacher to read as much background information on a theme as possible, break down the information to its essential components, and then to reassemble it into a unit that introduces the vocabulary and concepts. Each unit will include an exercise with language patterns that draw out the questions and express content; then a task is set for the students to investigate, engage in some form of discussion and report what they have learned or concluded. The process is designed to move from the simple to the complex, from the known to the unknown, building on vocabulary and concepts as it goes. [Editor's note: See the article by Cates, Higgins, and MacConville in this issue for a list of resources and useful materials.]

Themes

Some of the topics selected for exploration in our classes include (1) gaining a global vision; (2) focus on global and local environment; (3) life-styles (including comparison of indigenous, rural, and urban patterns) and economic balance; (4) the functioning of the United Nations; (5) human rights; (6) equality (specifically gender equality); (7) literacy, health, and population issues; and (8) religions and beliefs. Regrettably, the time available permits just a bare scratching of the surface of these important issues, and not all topics can be covered in any one year. However, within an essential framework, topics of current interest, often related to UN activities or emerging global news developments, are selected and balanced within the course in any academic year. Through the process of building an appropriate vocabulary and learning various ways to investigate and express facts, feelings, principles and concepts, students gain confidence in obtaining, discussing and communicating knowledge, as well as their own ideas for solving issues. They work with formats such as interviews, role-plays, poster presentations, panel discussions, preparing fact sheets to share with the class, informal research reports, essays, and letters to the editor.

Increasing Global Vision

Begin with a map: The starting point is envisioning the entire world and gaining a perspective of where one is in relation to the whole. Gaining this global perspective can be initiated simply by presenting a world map and practicing in rote fashion the names of countries and geographic relationships between countries to hone vocabulary and pronunciation skills. Stressing the fact that *katakana* pronunciation is not likely to be understood outside of Japan and prevents the Japanese from understanding other foreign and native speakers, for example E-JI-PU-TO for Egypt or IN-DO for India, spurs students to practice more accurate English speech patterns.

Some other map and atlas activities:

1. Have students quickly draw a map of the world. This is a telling exercise which shows the emphasis on some countries and continents, and the exclusion or misperception of geographic size, locality or even existence of others.
2. Using the world map, practice the basic regions and country names with the class and in pairs. Teach students to ask and answer questions about people, languages and cultures of the various counties, e.g., "What do you call people who live in Japan?" "Japanese." What language do they speak?" "Japanese." Then move to the less known and more complex, "What do you call the people who live in Brazil?" "Brazilians." "What language do they speak?" "Portuguese."
3. Teach students to use available resources, including their fellow students, the teacher, an atlas, dictionary or encyclopedia to find out information that is not immediately known to them. The teacher will often be the first to need to use the atlas or encyclopedia to

check on answers to little known questions such as "What do you call the people in Chad? Chadese? Chadians? Chadors?" The teacher should also be ready to admit that information is not cut-and-dried or may have more than one appropriate answer, e. g., "Where is Egypt?" "Egypt is in Africa, north of Sudan", but also "Egypt is in the Middle East." "Where is Russia?" "Part of Russia is in Europe, part of it is in Asia."

Engage the imagination: Students may be asked to develop imaginary interviews or role playing exercises about visiting different regions of the world and expressing what they expect to find, or how their experience would be different as an astronaut viewing the world from space. Imagination is reinforced and expanded through using video and pictures to focus on the reality of global conditions. The imagery of storytelling is used through recounting travels in different environments—on land, at sea, in the air, or in space—and pulls the learner toward a richer vocabulary and appreciation of the unity in diversity of our globe. The concept of our interconnectedness is stressed here.

Environmental Issues

Topics such as ozone depletion, acid rain and deforestation are issues that most students are already familiar with from their high school texts and general education. This familiarity gives them a degree of confidence to tackle the more difficult vocabulary. These issues are then connected to local issues such as recycling, resource and waste management, water quality. Other issues, such as air quality, or noise pollution always make their own way into the discussions. Since there is currently a wealth of materials on this theme, we will merely list a few lesson plans that we have used effectively:

1. Viewing of the animated movie "Ferngully" (1991) followed by a take-home quiz regarding general knowledge of deforestation, its causes and effects.
2. Viewing of the documentary "Spaceship Earth" (1991) followed by an assigned essay on the facts and interconnections that impressed the student.
3. In-class group consultative discussion about actions and life-style changes that help the environment: recycling, consumer discretion, educating ourselves about the consequences of our choices.
4. A group research and poster presentation assignment choosing from a range of environmental topics such as recycling milk cartons, nuclear energy or dioxins, etc. While students have some time in class to prepare, most preparation is done outside of class. During the week or two of preparation leading to their group presentation, students are called on to give one-minute "pop topics"—extemporaneous speeches on simple subjects in preparation for their group poster presentations. This exercise allows verbal presentation skills to be coached in a casual way. Using posters to support a prepared oral presentation helps students to condense their information to a few essential points in a process that can be reviewed, corrected and coached before the presentation itself.

Clarifying the Facts

Clarifying the facts forms the basis of our work and is carried through all the themes of the Global Issues Course. We begin the course with the Environmental Issues section as part of "increasing global vision, " because this subject is one the students are already familiar with. But after this unit, we help the students to "dig into" the facts about our world more deeply by introducing the following exercises:

News diary: Encourage students to obtain information from news programs and newspapers (either English or Japanese) by asking them to make a diary of three or more factual items from the news each day for one week. Follow-up in class includes identifying positive trends and negative trends, and distinguishing facts from opinion and speculation.

Numbers and statistics: Using the World Bank's "Basic Indicators Table," (which lists the statistical data for 125 countries of the world, including area, population, GNP, life expectancy and literacy, 1991), students learn to read and to comprehend large numbers, and to make comparisons using whole numbers and percentages, fractions and multiples

After the exercise, we ask students to express feelings about what the facts tell them about the world. They are often most shocked to realize the extremes of wealth and poverty in the global village that they are becoming familiar enough with to care about. They are surprised to learn that over 25% of the world's adults, and up to 90% in some countries, cannot read or write. They are also surprised to learn that Japan is actually larger than over half the countries in the world and is the second highest in GNP.

We may reinforce the practice process with a cooperative game in which students race the clock in asking and recording on the board answers to questions regarding area, population, literacy rate, GNP, etc., for selected countries.

World Hunger and Economic Balance

A simulation exercise helps students visualize the global impact of these "statistical" facts. The class is divided according to the population of various regions of the world and the teacher passes out crackers in proportion to the GNP of each region. "Adequate nutritional standard" is represented by one cracker per student. Students discuss their feelings and thoughts about the fact that while there are about twice as many crackers as "needed for survival," and while middle income regions are "adequately fed," North Americans, Europeans, Japan, and newly industrialized economies such as Hong

Kong and Singapore are given stacks of crackers while the remaining Asian population and Africans (over 50% of the class) have the equivalent of crumbs.

In groups, students are then asked to identify as many possible reasons as they can for world hunger. Facts concerning world hunger gathered from United Nations data are then put on the board and compared with fallacies about hunger. Students are given a fact sheet about hunger (in Japanese and/or English) at the end of class.

Understanding Other Lifestyles

Documentary films, stories or pictures help students to get a closer view of life in other "economic zones." These paint a clearer portrait of the positive points and disadvantages of tribal life in the rainforest, or rural life in middle-income economies, or urban life which includes poor, average and rich life-styles. This theme returns in the course of other lessons on global environment, or women and work.

The United Nations

The agency most vitally involved in the issues of global citizenship is the United Nations. Understanding the structure and work of the United Nations is vital to the students' understanding of the news, and their access to effective globally based action.

Students are asked to share what they know about the UN in words or phrases which are written on the board to build up a vision of their initial impression. Then they are asked to make a list of questions about what they would like to know by the end of the two or three weeks of lessons on the UN.

We present a diagram of the organizational structure of the UN and its agencies along with facts about the role of various organs and agencies. Students learn to match the functions and work with the "alphabet soup" of acronyms: UNGA, UNSC, ECOSOC, WHO, UNICEF, UNESCO, PKO, and NGO.

Other activities include reading aloud and studying the UN charter, and either taking a video tour of the UN or watching a video on its world-wide outreach. Students also imagine that they work for the UN: what agency would they choose to work for and in what kind of projects would they like to be involved?

The UN Declaration of Human Rights adapted in simplified English is also introduced and students not only learn about the basic rights but compare the current conditions in Japan and other countries in the news regarding selected human rights problems. Each student investigates and prepares a fact sheet for the class on a human rights issue of their choice. Students are given a pamphlet on the UN in Japanese at the end of the unit.

Equality

Overcoming prejudice and establishing equality may engage various issues including race relations, economic status, age and gender. As our students are mostly women, we have focussed on the issue of the equality of men and women.

1. A vision of equality is presented through the analogy of the two wings of a bird. Though the two wings operate independently to some extent, they must cooperate and be equally strong for the bird to fly. This is a metaphor for the equality of men and women in their responsibility for the advancement of human society.
2. We draw out and discuss differences and similarities of men and women and their life roles.
3. The importance of education of women is discussed and powerfully reinforced by UN data showing the connection between women's education and solutions to the population problem, reduction of child mortality rates, advancement of economic conditions and so on.
4. Documentary videos such as "Women in the Third World" (Global links, 1996) or "Real Life in America" (Pauley, 1991) help expand the students' perception on the roles women can and do play in the world.
5. The movie "Nine to Five" is used to give the students a break from interactive routine with a comedy film that focuses on the serious issues of the rights and responsibilities of women in the workplace.

Faith, Belief, and the Path to Peace

Religious intolerance as one cause of conflict can be identified in such trouble spots as the Middle East, India, and Northern Ireland. The principles of respect and understanding are identified as necessary components in the elimination of prejudice that is at the root of such conflicts. An outline of world religions in the form of a timeline, indicating dates, founders, major teachings and cultural achievements that have advanced human civilization as a result of the rise of these religious paths is presented to provide a positive and impartial view.

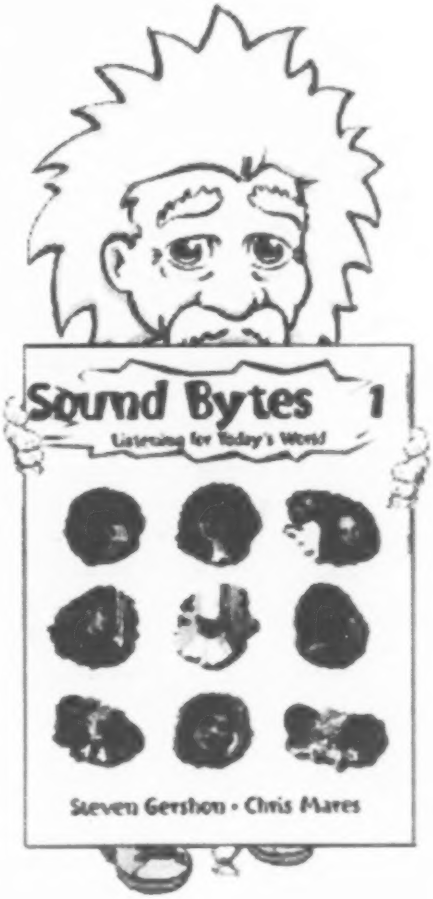
The golden rule as it is expressed in various religious scriptures can be presented. Students realize that the same thought, expressed in different words, is at the core of all of the major spiritual teachings, and that at times the teachings are so similar that their sources cannot be distinguished (Rost, 1986).

Students are helped to build a vocabulary of "virtues" or spiritual values such as love, patience, kindness, justice, and so on, along with definitions and thoughts on the virtue from various spiritual teachings. Then we ask them to identify a virtue in themselves, focus on developing the virtue over the course of a week and, if possible, to notice the virtue in the actions of others.

Evaluation and Summary

Evaluation of the development of the students in our Global Issues classes happens in the cyclical process of teaching, with grading of written work, group and individual presentations, and communication skills in

HIGGINS & TANAKA, cont'd on p.38



Sound Bytes

- → variety, pair work, group work, and pacing make for high student interest and involvement
- → mini-lectures boost vocablary and expand topic knowledge & cross-cultural awareness
- → individual sound discrimination activities and stress/intonation pattern practice
- → consolidating review and recycle units
- → optional speaking activities at the end of each content unit
- → photocopiable supplemental activities and two achievement tests in the Teacher's Manual

Listening for today's world!

For more information please contact:
Prentice Hall Japan
Nishi-Shinjuku KF Bldg. 101, 8-14-24 Nishi-Shinjuku, Shinjuku-ku, Tokyo 160-0023
Tel: 03-3365-9002 Fax:03-3365-9009 e-mail: elt@phj.co.jp
Kansai Office Tel: 06-355-0466 Fax: 06-355-0467 e-mail: pjwjapan@gol.com

Teaching Resources for World Citizenship

**Kip Cates, Marilyn Higgins,
& Brid MacConville Tanaka**

In this brief compilation of resources, we offer readers a partially annotated resource list for the global issues classroom.

Publishers/Distributors

1. Excellent "Global Education" and "Multicultural Studies" catalogs (useful for EFL) listing books, videos and computer software are available from:
   Social Studies School Service, P.O. Box 802, Culver City, CA 90232-0802; t: 1-310-839-2436 or 1-800-421-4246; f: 1-310-839-2249 or 1-800-944-5432; <http://SocialStudies.com>; <access@SocialStudies.com>.
2. A unique selection of books and materials promoting universal values, global understanding, and service to the world is available from:
   The Global Classroom, P.O. Box 30, Williston, VT 05495-0030; t: 1-888-GLOBE99 (toll-free); f: 1-888-665-2276; <http://www.globalclassroom.com>.
3. UK teaching materials (books, maps, teaching packs, posters, teacher handbooks) on development, environment, population, Third World issues, and multicultural education are available from:
   Worldaware Resource Centre, 31-35 Kirby Street, London EC1N 8TE England U. K.; t: 44-171-831-3844; f: 44-171-831-1746.
4. Teaching materials for global education, global issues, the United Nations and regional studies (Asia, Africa, the Middle East) are available from:
   American Forum for Global Education, 120 Wall Street, Suite 2600, New York, NY 10005; t: 1-212-624-1300; f: 1-212-624-1412; <http://www.globaled.org>; <globed120@aol.com>.
5. Teaching materials on peace education, conflict resolution and social responsibility are available from:
   Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138; t: 1-800-370-2665 or 1-617-492-1764; f: 1-617-864-5164; <http://www.benjerry.com/esr>.
6. Resource books and videos on cross-cultural communication and world cultures are available from:
   Intercultural Press, Inc., P.O. Box 700, Yarmouth, ME 04096; t: 1- 207-846-5168 or 1-800-370-2665; f: 1-207-846-5181; <http://www.bookmasters.com/interclt.htm>; <interculturalpress@internetmci.com>.

Classroom Teaching Resources

Posters, CD-Rom, Calendars

Measures Of Progress Poster Kit
This World Bank development education kit contains posters, photos, and a teaching guide on such issues as GNP, life expectancy, and population growth. Available through Social Studies School Service.

Hunger - The Myths, Causes and Solutions
Posters and pictures illustrating the facts and fallacies of world hunger. Winner of the British Geographical Association 1990 Gold Award. Excellent for EFL classroom use. Available through Social Studies School Service.

Picture Atlas of the World CD-ROM
This National Geographic CD-Rom includes pictures, video clips, maps, vital statistics, language samples, and music from around the world. Easy interactive tool to introduce the world to students via computer (US $79.95). Order from Social Studies School Service.

The World Calendar
This global calendar, printed in six languages, features photos on global themes, holidays of major religions, national days of 100 nations, and dates for cultural celebrations around the world. Order from Social Studies School Service or Educational Extension Systems, Box 472, Waynesboro, PA 17268.

Green Teacher Magazine
This global/environmental education magazine offers language teachers a rich variety of classroom ideas, activities, and resources. Subscriptions (US $30/year) from Green Teacher, 95 Robert St., Toronto M5S 2K5 Canada; f: 1-416-925-3474; <Greentea@web.net >; <http://web.net/~greentea/>.

Videos

Spaceship Earth: Our Global Environment. (1991). Produced by Worldlink, 3629 Sacramento Street, San Francisco, CA 94118. Award winning 25-minute video on environmental concerns (air and water pollution, the ozone layer, recycling, and tropical rainforests) featuring British pop singer Sting and young people from around the world.

A Place To Stand: The United Nations 50th Anniversary. (1998). Worldlink (see address above).This 14-minute video gives an overview of the United Nations and its work promoting peace, human rights, environmental awareness, and international understanding.

Global Links. (1996). Six 30-minute videos covering complex issues of Third World development, including women, education, environment, tropical diseases, and urban dilemmas.

All videos are available through Social Studies School Service.

Internet Resources

For language teachers involved with global education, the Internet offers a unique source of information and resources. Here are some useful websites.

A Global Educator's Guide to the Internet: <http://www.educ.uvic.ca/faculty/triecken/globalhome.html>
This website, the result of an MA thesis, is an excellent place to start exploring global education on the Internet. The site contains a statement on "What is a global perspective?" and goes on to list global education internet resources, newsgroups, and projects.

IATEFL Global Issues SIG Homepage: <http://www.countryschool.com/gisig.htm>
This website, homepage for the Global Issues Special Interest Group of IATEFL (the International Association for Teachers of English as a Foreign Language) features SIG news, upcoming events and an excellent global education/global issue resource list with links to homepages around the globe.

The Global SchoolNet: <http://www.gsn.org/>
The Global SchoolNet, supported by Microsoft, NBC/ABC World News, and other groups contains an e-mail teacher network, a "Where on the Globe is Roger?" student activity and the Global Schoolhouse, where schools can link up for cooperative endeavors.

IGC: Institute for Global Communications: <http://www.igc.org/>
This U. S. global issue homepage is the gateway to five major IGC websites: Peacenet, Econet, Labornet, Womensnet, and Conflictnet. A thematic directory links to 70 different global issue topics while an education page <www.igc.org/igc/issues/educat/> lists a rich variety of exciting global education websites.

One World Homepage: <http://www.oneworld.org/>
This excellent British homepage features global issue news from around the world, an on-line bookstore plus links to 200 U.K. global justice organizations ranging from Amnesty International to Oxfam.

UNICEF Voices of Youth: <http://www.unicef.org/voy>
This website, run by the United Nations Children's Fund (UNICEF), features a "teachers place," where teachers can discuss global education and a youth "meeting place," where students can read what other young people around the world think about global issues such as child labor, war, and children's rights.

The United Nations: <http://www.un.org/>
The United Nations homepage introduces the UN, describes the work it does to promote peace, human rights, and the environment, lists UN publications and provides direct links to a variety of UN agencies.

Other Useful Websites

Amnesty International: <http://www.amnesty.org/>
UNESCO: < http://www.unesco.org/>
World Citizens Association: <http://www.worldcitizens.org/>

Background Reading

There is a rich variety of books available for language teachers interested in exploring global education and education for world citizenship. Here are a few titles.

World Citizenship

Cogan, J., & Derricott, R. (1998). *Citizenship for the 21st century*. London: Kogan Page.
Ferencz, B., & Keyes, K. (1991). *Planethood*. Coos Bay, OR: Love Line Books.
Meadows, D. (1991). *The global citizen*. Washington DC: Island Press.
Rotblat, J. (Ed.) (1997). *World citizenship: Allegiance to humanity*. London: Macmillan.
Waters, M. (1995). *Globalization*. London: Routledge.

Education for World Citizenship

Elder, P., & Carr, M. (1987). *Worldways: Bringing the world into the classroom*. Menlo Park, CA: Addison-Wesley.
Fisher, S., & Hicks, D. (1985). *World studies: 8-13*. London: Oliver & Boyd.
Pike, G., & Selby, D. (1988). *Global teacher, global learner*. London: Hodder/Stoughton.
Kniep, W. (1987). *Next steps in global education*. American Forum for Global Education, 120 Wall St., Suite 2600, New York 10005.
Osler, A. (Ed.) (1995). *Teaching for citizenship in Europe*. Stoke-on-Trent, U.K.: Trentham.

Geographic Literacy

Asch, J. (1994). *Games for global awareness*. Carthage: IL: Good Apple.
Culturgrams: The nations around us (annual). Garrett Park Press, P.O. Box 190B, Garrett Park, MD 20896.
Clarke, R., & Mussman, A. (1993). *Cue cards: Nations of the world*. Brattleboro, VT: Pro Lingua.
Countries of the World Series. (various dates). East Sussex, U. K.: Wayland.
Davis, K. (1992). *Don't know much about geography*. New York: Avon Books.
Demko, G. (1992). *Why in the world? Adventures in geography*. New York: Anchor Books.
Gray, K. (1992). *Passport to understanding*. Denver, CO: CTIR Press.
Lye, K. (1995). *The portable world factbook*. New York: Avon Books.
McClintock, J. (1986). *Everything is somewhere*. New

York: Quill/William Morrow.

Wheeler, R. (1994). *Countries and cultures*. Torrance, CA: Frank Schaffer.

Williams, B. (1993). *Countries of the world*. New York: Kingfisher.

World Themes

Devereux, E. (1992). *Flags of the world*. New York: Crescent Books.

Kepler, P. (1996). *Windows to the world: Themes for cross-cultural understanding*. New York: Doubleday Books.

Meredith, S. (1995). *The Usborne book of world religions*. London: Usborne.

Milord, S. (1992). *Hands around the world: 365 creative ways to build cultural awareness and global respect*. Charlotte, Vermont, USA: Williamson Publishing.

Nakanishi, A. (1980). *Writing systems of the world*. Tokyo: Tuttle Books Ltd.

Petras, K. (1996). *World access: The handbook for citizens of the earth*. New York: Simon & Schuster.

Polon, L. (1983). *The whole earth holiday book*. Glenview, Ill.: Scott, Foresman.

Shull-Hiebenthal, J. (1994). *Cultural connections*. Torrance, CA: Frank Schaffer.

Spier, P. (1980). *People*. New York: Doubleday.

Global Issues

Benegar, J. (1994). *Global issues in the middle school (3rd Ed.)*. Center for Teaching International Relations (CTIR), University of Denver, Denver, CO.

Center for Learning. (1995). *Current issues in global education*. Dubuque, IA: William C. Brown.

Center for Teaching International Relations. (1993). *Global issues in the elementary classroom*. CTIR, University of Denver, Denver, CO.

Drew, N. (1995). *Learning the skills of peacemaking*. Jalmar Press, Skypark Center, 2675 Skypark Dr. Suite #204, Torrance, CA 90505.

Hopkins, S. (Ed.) (1990). *Discover the world*. Philadelphia, PA: New Society.

Litvinoff, M. (1996). *Young Gaia atlas of earthcare*. New York: Facts on File.

Middleton, N. (1988). *Atlas of world issues*. Oxford: Oxford University Press.

Osborne, J. (1995). *World studies: Global issues and assessments*. New York: N & N Publishing.

Shiman, D. (1993). *Teaching human rights*. CTIR, University of Denver, Denver, CO.

Useful Reference Books

Harms, V. (1994). *Almanac of the environment*. The National Audubon Society. New York: Grosset/Putnam Publishing.

Javna, J., The EarthWorks Group. (1990). *50 simple things kids can do to save the earth*. Kansas City/New York: Andrews & McMeel Publishing.

Popov, L., & Popov, D. (1997). *The family virtues guide*. New York: Penguin/Plume.

Scholl, S. (Ed.). (1986). *The peace bible: Words from the great traditions*. Los Angeles, CA: Kalimat Press.

Seager, J. (1995). *The state of the environment atlas*. London: Penguin Books.

World Development Report (annual). Published for the World Bank by Oxford University Press.

English Teaching Resources

A large number of global education EFL resources now exist. Here are a few titles.

EFL Textbooks

Abraham, K. (1998). *Cause to communicate: Global issues*. Anti-Slavery International, Thomas Clarkson House, The Stableyard, Bromgrove Rd., London SW9 9TL U. K.; <antislavery@gn.apc.org>.

Akhavan-Majid, R. (1992). *Peace for our planet: A new approach*. Tokyo: Kinseido.

Bowers, B., & Godfrey, J. (1995). *What in the world? Exploring global issues*. Toronto: Prentice Hall Regents Canada.

Brooks, E., & Fox, L. (1995). *Making peace*. New York: St. Martins Press.

Day, R., & Yamanaka, J. (1998). *Impact issues*. Hong Kong: Lingual House/Longman.

de Cou-Landberg, M. (1995). *The global classroom*. New Jersey: Addison Wesley.

Grohe, W., & Root, C. (1996). *Speaking globally: English in an international context*. Upper Saddle River, NJ: Prentice Hall Regents.

Hoppenrath, C., & Royal, W. (1997). *The world around us: Social issues for ESL*. Toronto: Harcourt Brace.

Janovy, J. Jr. (1997). *Ten minute ecologist*. Tokyo: Kinseido.

McConnell, J. (1998). *Culture of the heart: Overcoming today's spiritual crisis*. Tokyo: Kinseido.

McLean, P. (1992). *The 21st century: Problems and issues*. Tokyo: MacMillan Languagehouse Ltd.

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EFL Videos

Stempleski, S. (1993). *Focus on the environment*. Regents/Prentice Hall.

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Resources In Japanese

Japanese Global Education Books

A growing number of global education books are also now available in Japanese. Sample titles include:

Fisher, S., & Hicks, D. (1991). *Wa-rudo studies: Manabikata oshiekata handbook*. [World studies, 8-13.]. World Studies 8-13. Tokyo: Mekon.

Iwasaki, H. (Ed.) (1997). *Chikyu shimin kyoiku no susumekata*. [Making global connections.] Tokyo: Akashi Shoten.

Nakagawa, K. (Ed.) (1997). *Chikyu shimin o hagukumu kyoiku*. [Global teacher, global learner.] Tokyo: Akashi Shoten.

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Japan Global Education Resource Centers

The following Tokyo resource centers can provide language teachers with Japanese resources, teaching materials and newsletters on global education.

ERIC Kokusai Rikai Kyoiku Center (International Education Resource & Information Center), Iwase Bldg. 1F, 1-14-1 Higashi-Tabata, Kita-ku, Tokyo 114-0013; t: 03-3705-0233; f: 03-3705-0255.

Global Village, Noge 1-13-16, Setagaya-ku, Tokyo 158-0092; t: 03-3800-9415; f: 03-3800-9414.

JALT's Global Issues N-SIG

Language teachers interested in learning more about education for world citizenship are invited to join JALT's "Global Issues in Language Education" National Special Interest Group (N-SIG).

Global Issues N-SIG Newsletter

The Global Issues N-SIG publishes a quarterly 24-page *Global Issues in Language Education Newsletter* for teachers interested in global issues and global education. For a sample copy, contact: Kip Cates, Tottori University, Koyama, Tottori City 680-0945.

Global Issues N-SIG Homepage: <http://langue.hyper.chubu.ac.jp/jalt/nsig/globalissues/gi.html>

This website lists information on the group's aims, activities, newsletter, and membership details.

GANDHI, cont'd from p. 10

vided into different groups; divided not to create tension, but to create charm and beauty.

Are you optimistic or pessimistic about the chances for a just and equitable world order in the future that will respect the human rights and dignity of all?

I guess I am, when it comes down to it, optimistic, because I do believe that this world was created for a plan, and that there is a divinity behind this world. So, that gives me faith in a better future. On the other hand, I see how we human beings so often make wrong decisions, angry decisions, or impatient decisions and create problems for ourselves, for others around us, and for future generations.

I'm of the view that much of our future is to be built by us. Whether we have a future of justice and dignity or its opposite, depends on how all of us, millions of us, are going to decide along the way when the choices come before us. The future is in the hands of humanity and the way humanity decides will govern the future. Having said that, I believe humanity will decide well and boldly and for the things that will produce dignity, justice, satisfaction, and peace.

Thank you very much.

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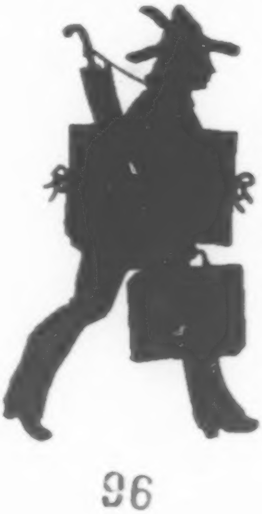
このインタビューでは、マハトマ・ガンジーの孫であるラジモハン・ガンジー氏が平和と平和教育についての彼の見解を詳しく述べている。平和教育とは、問題解決と異文化教育に対するストラテジーと同様に、対話と非暴力闘争を含むべきだ、と氏は見解を述べている。さらに、反対側の意見にじっくり耳を傾ける事に力をいれるということも取り混ぜるように提案している。平和教育は教室内だけにとどまらず、家庭、地域、メディア等すべてが若者の教育に大きな役割を果たすのである。万人にとって尊厳と公正と平和を確約するようなガンジー氏の理想的世界秩序の理念をのせて、楽観的語調でこのインタビューを締めくくっている。



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So, What's World Citizenship?

Jeris E. Strain
Himeji Dokkyo University

世界市民権という概念を教えることは、挑戦的なことである。本論では、日本の大学生グループが世界市民を扱ったクラスにどのような反応を示したかという、概要を述べている　。また、日本の学生の関心事についての洞察と、内容重視の授業に対する観察結果についても述べている。

Imagine if you will, the following conversation between a teacher and a student.

> *S: What's "world citizenship"?*
>
> *T: An easy question—being a citizen of the world.*
>
> *S: What does that mean?*
>
> *T: Well, you're a citizen of Japan, and a citizen of your prefecture, and a citizen of your city (hometown), right? So now think of yourself as a citizen of the world as well.*
>
> *S: In Japan we think about school, family and community; and in Japanese we have* "shimin", "kenmin", *and* "kokumin." *But* "sekai-min"*?*
>
> *T: Well, how about* "chikyu-jin"*—"earth person" or "a person of the earth"?*
>
> *S: What does "earth" have to do with "citizenship" or "world citizen"?*

Background

Bringing a world citizenship concept into an EFL/ESL classroom in Japan (and other countries) requires first of all a clear idea of the concept, which, as the opening conversation suggests, is not as simple as it might sound. Much has been written and discussed recently regarding "internationalization," but the general emphasis has been on "me"—a form of self-gratification. Still, "global" awareness has also become more common, and distance barriers vanished, bringing diverse people into contact with each other—and their lifestyles and traditions closer to potential conflict. At the same time, the collapse of communication barriers has introduced new ideas and fashions into the lives of individuals. But how aware are people of what is happening globally? Are they aware of how the future is being reshaped? And what kind of preparations should students be receiving from foreign and second language learning for the world of their future? This case study offers some insights from one small group.

Course, Methodology, And Approach

Course: Our World Citizenship class was a fourth-year elective for university English majors consisting of two terms (April-July, October-January), with 12-13 weeks each term. There were 10-11 classes of 90 minutes each term plus two examination sessions, one oral and one written.

Operational definition: A world citizen is an individual who accepts global responsibilities or expands his or her social consciousness to include the people of other countries. These include employees of the United Nations and its specialized agencies, workers of multinational companies, members of volunteer groups, and teachers and educators. In addition, there are people whose world views are created by travel, television, e-mail, and the internet.

Methodology and grading: The main goal for this content-based course was expanding the students' skills in and knowledge of World Citizenship. It emphasized expressing oneself in English.

Class activity was divided into three parts: First, the teacher and the students went over the day's text in English with occasional word translation;

second, pairs discussed the main points of the text (in English and Japanese); and third, pairs made oral reports in English. For homework students wrote a summary in English of their oral reports. Grading each term was based on 10 written summaries (50%), a take-home exam and oral report on the exam (30%), and a term project (20%).

Approach to class content: The activities of an NGO (nongovernmental organization), the Baha'i International Community (BIC), were chosen for this course because of its consultative status with ESOSOC (the UN Economic and Social Council) and UNICEF (UN Children's Fund), and working relations with other UN agencies. In line with its stated goal to promote world peace by creating the conditions in which unity emerges as the natural state of human existence, the BIC NGO gives special priority to seven objectives: (1) promotion of the oneness of humanity; (2) realization of the equality between men and women; (3) advancement of economic justice and cooperation; (4) service to the cause of universal education; (5) nurturing a sense of world citizenship; (6) fostering religious tolerance; and (7) encouraging the adoption of an international auxiliary language.

In one of its documents, *World Citizenship: A Global Ethic for Sustainable Development* (no date, p. 2), the BIC defines "world citizenship" as acceptance of and respect for principles, values, attitudes, and behaviors such as:

1. Accepting all human beings as members of the human family.
2. Considering the earth "our home."
3. Feeling both patriotic and international.
4. Accepting "unity" and "diversity."
5. Supporting social justice and economic justice.
6. Supporting cooperative and consultative decision-making.
7. Achieving gender equality.
8. Striving for racial, ethnic, national, and religious harmony.
9. Working for the "common good."
10. Encouraging human honor and dignity, understanding, friendship, cooperation, trustworthiness, caring, respect, and volunteer service.

Class content and materials were premised on world citizenship being the need for the peoples of the world to develop unity, harmony, and understanding among themselves and their nations.

Student feedback: In case studies, primary interest often lies in what is learned. How do thoughts and attitudes change from day one to the last day as learners are led through a syllabus designed to stimulate their thinking and develop their ability to express themselves? The following sample responses represent first day views, responses to the curriculum, the examination results, and course projects.

First Day Views

On the first day of class, students were asked to write answers to five questions: What is your interest in world citizenship? What is the meaning of world citizenship? Who are world citizens? How does one become a world citizen? What is your main goal for this class?

Their first thoughts about the meaning of "world citizenship" were that it means (a) all people, (b) relations between people, and (c) cooperation. This means that all the people who live on earth are considered world citizens regardless of the nation they live in. This seems to reflect a *chikyu-jin* point of view. Having a good relationship with people all over the world, communicating and getting along with other people, and understanding cultures and societies across borders seems to reflect an "internationalization" and a knowledge/academic world view. The third type of answer, the view of most of the group, was that world citizenship meant cooperating, doing things for others, and volunteering, perhaps reflecting experiences connected with the Hanshin earthquake (Kobe, 1995) and the rise in social consciousness resulting from that disaster.

How a person might become a world citizen consisted of four general categories: volunteering, becoming multinational in outlook, world events, and studying. Being multinational in outlook was vague. It included developing a sense of multinationalism, thinking about the world, hoping for world peace, and having an awareness of the difficulties some people have with a world citizen concept because of religion, history, and tradition. About one-third of the group felt that volunteering and helping others was the way to become a world citizen, mentioning such things as: helping or doing something for another person; volunteering for community service; joining a peace movement or group; planning events for poor or handicapped people; taking part in exchange program activities with foreigners; and having kindness for everybody.

The students' goals were to use English and to gain personal development and knowledge about the world. The three students who indicated that English was a goal in the course were interested in talking about world problems in English, thinking in English, and improving discussion skills. The four students who were interested in personal development hoped to increase their sense of world citizenship, be a person who can think about the world, know how to cooperate and get along with others, and overcome the idea that understanding foreign countries and people is difficult. The remaining students were mainly interested in knowing more about the world and other ways of thinking, studying about people and peace movements, learning about social and cultural differences, and understanding the meaning of "international person" and "world citizen."

Curriculum

To relate the students' orientation with the NGO approach, five modules were selected: exchange programs, world citizenship concepts, world citizen characteristics, educating world citizens, and trends in civil society.

The materials consisted of a memorial video (*Bridge to Peace*, 1996) of the Fulbright Exchange Program and the life of Senator Fulbright (an English version was used in class; the Japanese version was available in the library), portions of the BIC world citizenship document mentioned earlier, articles from *One Country*, a 16-page quarterly newsletter of the Baha'i International Community, and *Herald of the South*, a quarterly magazine for world citizens published in Australia/New Zealand.

Some sample pairwork guidelines were: (a) Module One: Think about world citizens, world problems, etc. Which world citizen/problem/principle do you want to discuss? Why? How is your choice related to world citizenship? How is it related to your future life/hopes for the future?; and (b) Module Five: Consider "the way . . . ordinary people . . . see themselves" is changing to more democracy, more equality, and more cooperation. What are some examples?

First Term Final Examination

The first term examination had two parts: a written take-home exam and an oral report based on the written exam. The first part had two essay questions to choose from: "What are some basic concepts of world citizenship?" and "What is the relationship between "the rise of civil society" and the texts we have used for vocabulary and discussion?

Overall, students focussed less on "world citizenship" than on "world citizens." The main focus of the former was education, with emphasis on educational equality, world relationships, consideration for others, learning to live in harmony, and diversity in customs and traditions. The world citizen papers, on the other hand, focused on the oneness of human races and confirmation of morality.

The first day knowledge and the *chikyu-jin* views appeared in two papers: one focussed on knowing the history, culture, religion, habits, etc., of other countries. The other argued that whoever exists on earth can have world citizenship.

Unexpectedly, "selfishness" was described as a major problem in becoming a world citizen. Some described human beings as selfish originally, as "thinking about ourself first and wanting everyone's approval;" another pointed to problems caused "by ego in the human mind." These views were from three slightly different perspectives:

1) World citizenship is not difficult for everybody because we already have minds of world citizenship. However we don't do it because of social discrimination, prejudice, appearance.

2) We have thought about only our happiness and our profit and have not kept an eye on the problems in our countries or in the world for a long time.

3) Some people lack the sense of international communication and broad mindedness. We tend to think and look with a narrow mind. That is, we tend to be satisfied if it is good only for ourselves.

Second Term: New Format

The second term began with class consultation about two problems: content versus the language issue, and small group versus large group discussions. Some students were frustrated with being unable to express their ideas in English and argued for discussion in Japanese so that they could develop their ideas more fully. This was agreed to by the class. The second term methodology was large group discussion in Japanese. English was used mainly for [illegible] and for presentation summaries. The topics of the second term were based on term projects: each student chose a world citizen organization, individual, or concept to present to the class. Twenty minutes were allotted for each presentation and discussion in Japanese, followed by a brief oral summary in English. A 500-word report in English on the term project was required at the end of the term.

Term Projects

Each category of world citizenship was represented in the term projects. The world citizens chosen were Jody Williams, the recipient of a Nobel Peace Prize for her ICBL (International Campaign for Banning Landmines) efforts, Mother Teresa, and Princess Diana, both of whom had recently died. The organizations chosen were UNICEF, NGOs, UNHCR (UN High Commission for Refugees), and television (as media, and as commercials). The concepts chosen were internationalization, women's equality, recycling, developed/developing nations, and education: raising children, secondary school education, and development education.

Second Term Examination

To end the course, students were asked to relate their classwork and projects to a set of world citizen characteristics published by the *Herald of the South*. One student's exam paper related these characteristics and the key words/phrases/concepts, as follows (the * indicates the term project):

1. *Humanity is one and indivisible; each member of the human race is a trust of the whole.*

    Raising children to be world citizens.

    The basic concept: To know and respect others.

    Thoughtfulness resulting form fraternal love is useful to raise humanity.

2. *A world community whose borders are those of the planet and whose members are all humankind.*

    *UNICEF Activities

    Overcoming hypocrisy must be based on global ways of thinking.

*TV Commercials and Refugees

Putting ourselves in another person's place is very important; TV commercials have a great effect on various global problems.

*Aren't Japanese Asians?

The first step is to give up our prejudice that the Japanese are special.

*Internationalization in Japan (Same as above)

3. *A commitment to a global ethic of justice, equality, caring, altruistic service and responsibility for the well-being of all.*

*Mother Teresa

A model of love and thoughtfulness for everyone.

4. *The future, peace and prosperity of each person is inseparable from that of all humanity.*

*Recycling

Paying attention to the future of the earth.

*Jody Williams and ICBL

All people in the world should spare no effort to solve landmine problems. It is our common problem.

*Refugee Problems

Thinking deeply to solve world problems must raise a strong sense of justice in our minds.

5. *What unites us is greater and more powerful than what divides us.*

*NGO Activities

Interest and courage have unbelievable possibilities. We can do anything if we believe we can work things out.

6. *The diversity of humanity is a source of richness and beauty.*

*Women Becoming World Citizens

Recognizing individual differences is related to respecting others. We can survive if we are considerate of each other.

*Development and Education

Helping poor countries and poor people creates a fundamental relationship.

7. *The history of humanity as one people is now beginning.*

*Secondary School and Education

Human beings live to think and speak. Education and knowledge must enrich our lives.

Course Appraisal

Did the course teach world citizenship? If so, what did the students actually learn? Were their first-day interests realized and their goals achieved? In the last class, students were asked to evaluate the course in terms of three variables: language, knowledge, and life skills. A sampling of their responses follows.

1. Language Variable

I had a lot of chances to listen to others and to talk to them. This leads us to understand each other. By this type of class, we're able to become prospective World Citizens, in my opinion.

From the teacher's point of view, vocabulary building and world citizen discourse patterns were also important parts of the course, but no one mentioned these. Only listening to others and talking to others (discussion skills) were mentioned. Some referred to the use of Japanese to express content, reflecting a basic emphasis in the educational system (e.g., the university lecture system) and the use of English as an information source rather than a means of communication.

2. Knowledge Variable

The class promoted the students' greater awareness and knowledge of world citizens.

All the themes gave me lots of knowledge about World Citizenship.

Knowledge as an abstract, academic book-learning appears to be the point of the above two comments. Conversely, knowledge as a particular value or principle that needs to be developed or sustained seems reflected in the following two comments.

My ideal "world citizenship" is that we have no prejudice.

By eliminating much discrimination, trying to become "one," and being interested in not only good points but also bad points and accepting each other, can we say that we are world citizens? Understanding sustainable development is also important.

This last comment suggests an interest that goes beyond evaluative attitudes to participating in development programs (such as education).

3. Life Skills

Whereas the knowledge variable may relate mainly to theoretical and academic information, the life skills variable should refer to the practical use of information as part of one's lifestyle, that is, to thinking as a world citizen.

The real meaning of "world citizenship" is to open our heart and believe that we are One. To cooperate with others for "oneness" [will] lead us to be "world citizens."

The importance of realizing each [other's] value of existing in the world.

As my conclusion, to respect individuals as human beings is essential for us and for our future.

Even if I can't become a real World Citizen perfectly, to have such a consciousness is the most important thing that each of us can do.

STRAIN, cont'd on p.31.

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Communicating Classrooms: English Language Teaching and World Citizenship

青年はそれ自体で、すでにグローバル市民である。本論では英語のクラスの例をとって、その事を説明している。クラスは、異なった国の学生間の学習交換 (learning exchange)に焦点を当てている。これらの多くは、地域社会の生活、健康キャンペーン、季節労働者のようなトピックをグローバル規模で理解するために、言語と視覚表現を使ってアイディアを表わしている。語学教師が、グローバル的な行動と理解のための市民教育についてどのように学べるのかという例として連合王国 (UK)を中心にした教育チャリティーの仕事、つまり世界市民教育委員会が、使われている。

This article is written from the perspective of an English language teacher who has had opportunities to teach in classrooms in Africa, Asia, Europe, and South America, and who believes strongly in the value of exchanging ideas in accordance with Article 13 of the Convention on the Rights of the Child:

> The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice. (UNCRC, 1989, p. 6)

The core point in both this article and Article 13 above, is that young people also have rights as young world citizens, which means for language teachers that as well as learning about the current adult-run world, we should also enable young people to act collaboratively to influence or change that world.

I propose to consider some vital areas which require clarification, leading from asking *what language* to use for global learning exchanges, to asking *what we mean by world or global education*, and ending with *what is the educational implication of a term like citizenship?* Each of these stages of enquiry I shall aim to illustrate with specific examples from actual language teaching/learning situations.

Language for Global Exchange

My personal experiences of learning exchanges have involved communications through a variety of languages, linked as far as possible to drawings as a universal language for young people to communicate with each other. Clearly, the higher the visual content the less the need for translating and understanding verbal expressions between cultures. The visual emphasis is also a good motivator for promoting exchanges among younger children. For example, 10-year-olds in primary schools in Scotland and Panama were invited to participate in a "Caring and Sharing" project, based on their ideas about childcare, caring for the environment, and trade and aid topics (Brown & Harrison, 1998). By setting up key prompts or questions with a minimum of words and giving maximum space in an open frame for visual responses to the prompts, a high level of exchange and learning took place.

Teachers in one rural school in Panama saw this approach as offering a "window on the world" for their pupils who have little visual aid or electronic access to other media for knowing how children live in places beyond their immediate locality. The drawings suggested that we could analyze very different cultures of childhood from the responses, with the drawing of a solitary child in Scotland with a personal computer seeming to represent a more private and technological upbringing than the communitarian image of farming and walking to school in the drawing from Panama.

Global Education

The aim of this kind of exchange is for teachers to act as links which enable young people to learn from each other, following parallel themes in classrooms separated by distance and language.

If young learners present their own experiences and exchange these with other young learners somewhere else in the world, is that global education? Does learning about the world mean the whole world, or linking specific parts? If you leave a school in Europe having done a project on Africa, have you learnt enough about the world? Of course, another way of approaching the same problem is to emphasize the diverse strands available to us as global teachers. If we favour the environmental, we may look more to link and compare localities; if the economic, we may tend to have more of a focus on macro processes; if the cultural, we may take in more regional diversities and multicultural dimensions. The language teacher has more freedom to work across the traditional academic frontiers of subject-based knowledge and create links of expression. There is much scope for creative work at the interfaces between culturally diverse linguistic communities within a country and their links with ancestral and heritage countries in the world beyond.

Map work can be done with a minimum of language expression, although much can be discussed in class while engaged in making maps, and these discussions can lead on to further investigation of images and perceptions of the world and where they come from. Between the world of each child's culture and experience (their known world) and the outer world of maps and statistics and analyses of global trends lies the gap in which language teachers can operate to broaden understanding.

Educational Implications

The key point is to link sharing expression and global levels of learning with an agreed understanding of what we mean by education for citizenship. If this is seen to include learning *about* the world and sharing *in* the world while well-linked to learning forms of action *for* the world, then the active citizen can learn to operate on a global scale. The teacher of first or other languages has an important role in developing young people's capacities and confidence to take an active part on a world stage. If global citizenship education is taken as preparing for life as adult citizens of the world, then the focus is likely to be on forms of adult influence, such as voting. If, however, we can also see the importance of educating young people for their *present* roles as young global citizens, an exciting extra dimension can be added.

Education for Citizenship

Three examples from language classrooms illustrate varieties of education for citizenship with a global range. For a secondary school link between Scotland and Malawi, the challenge to design health campaign posters led to highlighting very different concerns: the concern with the cleanliness of school eating conditions in Africa and the young people's perceptions of the dangers of smoking in Europe. Again, my examples are primarily starting from a visual challenge, which can come from and lead on to oral work. The comparison is between speakers of English as a first language in Northeast Scotland and as a foreign language in Southern Malawi. The sharing in citizenship dimension comes through exchanging ideas about what each group sees as an important health concern for them and how they portray a school/civic campaign to act against it.

In another example, an English language class in a Malaysian secondary school used a newspaper-style interview and presentation on the subject of foreign workers. The finished work suggests how the language classroom can be used to develop communication and research skills for issues of local and national citizens' rights and identities, encouraging understanding of active citizenship which may be easier to grasp than the notion of being an active global citizen (Harrison, 1989).

The third example used the 1998 European Youth Parliament Project on Drugs and Development, which began setting up local parliaments of young people in nine European countries to learn about and debate global issues related to the trade and trafficking of drugs, and submit proposals for change. The crucial role of language teachers was to help equip young Europeans to share ideas, through e-mail exchanges and at a full parliamentary session, face-to-face. The project also aimed to involve young people in Africa, Asia, and Latin America, so the ability and quality of discussion and exchange of ideas through areas of common language are vitally important elements.

An analogy could be made here to processes of curriculum change. At present I work for a non-government organization that would like to see more global citizenship education within UK structures. The Council for Education in World Citizenship (CEWC) was created in 1939, from the League of Nations Union education committee in the United Kingdom, in the belief that:

> Under modern conditions all mankind are increasingly members of one another. What is done in one place affects the course of events far off in all directions . . . The citizen of the world, in our use of the term, not only recognizes this inescapable condition of modern life, but consents to it with his (sic) will and is prepared so to order his own conduct to assist in making this perpetual interaction a blessing and not a curse to mankind. (Smith, 1941, in Heater, 1984)

CEWC has worked at this educational challenge for nearly sixty years, developing localized programmes of events and national publications for members, which include a regular magazine-style publication for global citizenship issues, *Broadsheet*, which contains a *Digest* version of great use to both teachers and learners of English as a second or other language, as well as an *Activities* leaflet which contains ideas for discussion and interactive learning on the topic. These strands of initiative build up to a plan for curriculum influence within UK educational structures.

In order to influence curriculum planners and government departments, we need to have an experience base of how such education can be developed in real school situations. In a similar way, for young people to act as citizens in some form of collaborative action (which is how citizens can influence governments), they need the capacity to build proposals and programmes together with other young people. A school in one locality could achieve this through whole-class or whole-school collaboration on a project around an issue which has a specific political output in terms of expressing opinions and seeking to influence adult official policies.

A number of such schools could achieve more through linking their projects and building a programme for common action. If such schools in different localities achieve sharing links, then a global programme for action may be built up to impact at the same time on local and national policies, as well as seeking to inform and influence adult people and organizations involved in wider world change, for example, within the United Nations' networks.

In summary, I see language teachers' roles in global citizenship education as vital for encouraging and increasing young people's abilities to understand and communicate their views as citizens of the communities they belong to, in order to achieve a sharing of perceptions and plans for coordinated action for the world of the future. Capacity for hearing what other young people are saying and for communicating one's own points of view are central to this process of citizenship as shared action. Language teaching and citizenship education are joined in the same frame of vision.

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STRAIN, cont'd from p. 28.

It is important at this point to note that world citizen consciousness is not easy for everyone. One of the students pointed this out in the following way:

> *Almost one year I've been thinking about the meaning of world citizenship and how we should live here and how we should do something for others. It's a big topic and unclear and so hard to define. We live our days without such words as humanity, humankind, oneness, global ethic, etc. The seem like useless declarations. People don't recognize them. To "respect each other," "understand each other" is impossible—hypocrisy. without reality. What's this class for? There are countless answers and all of them are true and all of them are not. But I've found this, the most important point of this class for me is to keep thinking about the problem, and about the roots of the problem, about the minds of people, about myself.*

World citizenship is an ideal and stands in contrast with much of the reality that exists in everyday life. There are many currents in world society. The destructive ones are continually publicized in the media, while constructive undercurrents receive little attention and generally escape notice—unless one knows where to look and how to recognize them. Perhaps at the present time this is what world citizenship is all about.

Final Observations

Much could be written about this case study, but one particular observation stands out. The course was very rich in content for both the students and the teacher. Each individual found time out-of-class to prepare their presentation and reports. This observer was impressed by the range of knowledge and concerns of the students, and by their interest in expressing their views when given the opportunity and suitable circumstances to do so. One major factor was probably the fact that the students made decisions for the second term, including scheduling themselves and choosing their native language to communicate with each other. It should be remembered that as a content-based course, English in and of itself was not the main goal, so the language issue was not either/or, but rather complimentary: Japanese was used for orally expressing content; English was used for obtaining information and for consolidating what they had reported and discussed.

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国際理解のための英語コミュニケーション
～その方策と実践～

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I　はじめに

今日世界の国々はますます繋がりを密にしている。しかし一方では、国家や民族間の紛争や緊張関係は引き続き起こって止むことがない。他の国や民族に対して無知であることは、憎悪、敵対心を増幅する危険性をはらんでいる。「全人類は地球という一つの惑星に住む地球市民である」（バハオラ、1867）と認識され始めたばかりである。それまでは自国の利益と幸福を第一に考え、他国への配慮は疎かにされがちであったが、自民族中心主義から地球的視野へと意識の変換が求められている今日英語教育もグローバルな視点で見直されなければならないであろう。過去においては英語は他国を支配する道具としての役割を担ったこともある。現在では英語は就職、ビジネス、海外旅行など様々な目的を持って、多くの国で学ばれている。英語が人と人とのコミュニケーションの手段としてクローズアップされてきたのである。

ここで筆者たちが強調したいことは、コミュニケーションが円滑に行われ、友情が培われ、それがさらに世界平和へと発展していくための手段としての英語教育を行なわなければならない時が来ているということである。地球社会が必要とする倫理的意義を加味した英語教育への転換が今求められているということを英語教師は認識しなければならないと我々は考えている。

II　リンガパックスの勧告

リンガパックスは、「近年最大の関心事となりつつある平和の文化を確実に発展させていくことに貢献する」（a Culture of Peace, LINGUAPX 1997）言語教育を目的とするユネスコ・プロジェクトである。LINGUAPAX とは言語と平和というラテン語で、国際理解を深め、国際平和に寄与する精神を言語教育の中で培うことを目指している。中でも「武力行使の前に、平和的対話という手段で紛争を抑制する能力すなわちコミュニケーション能力が平和への鍵である」（a Culture of Peace, LINGUAPX 1997）とオーラル・コミュニケーション能力の重要性を強調している。また、そのような言語教育を勧めるための教材や指導方法の研究開発を奨励している。

リンガパックスは、英語教育学会 TESOL などの言語教育関係者が参加して、1987 年から 1995 年までの間に世界各地で 5 回開かれている。その際、世界の言語教育が担っている役割、果たすべき責務を明確にした指針を勧告文として学会誌にまとめている。また、1996 年全国語学教育学会（JALT）全国大会において、リンガパックス委員長 Felix Marti 博士（スペイン、バルセロナ市カタルーニャ・ユネスコ理事）がリンガパックスの理念を発表すると同時にアジアの言語教育界におけるリンガパックスの普及を提言した。

第 1 回リンガパックス、キエフ宣言は、「国際理解、国際協力、平和のための教育および人権、基本的自由に関する教育」に関するユネスコ勧告文（1974 年）を基盤にまとめられている。そのユネスコ教育勧告文には、地球社会の教育には次のような点が重要であると述べられている。

- 教育の全てのレベルにおいて、国際的で地球規模の考え方を育成する。
- 世界中のあらゆる民族と彼らの文化、文明、価値観ならびに生活様式を理解し尊重することを学ばせる。
- さまざまな民族と国家間における相互依存の拡大に気付かせる。
- 外国の人々とコミュニケーションできる能力を養成する。

これを下敷きにリンガパックス、第 1 回キエフ宣言では、外国語教育は国際理解教育を推進する責務を負っていることを認識しなければならないと述べている。そのためには文化を教えることが大切であり、文化を扱った教材やその指導方法の作成が急務であると述べている。

- 世界の多様な文化、豊かな文化を学習者が享受できるようにする。
- 日常生活、文化、文学、民話、価値観、習慣などの重要な事柄について、学習者が理解を深められる内容を盛り込む。
- ステレオタイプ、偏見など国のイメージを悪くする内容を教材から排除する。

このような点を欠いた外国語教育は、国際理解と協力の精神を阻むものであると警告している。

III　国際理解と平和を勧める英語教育

1．過去の反省

国際的で地球規模の考え方とは、地球的視野であり、多文化、多民族、多言語からなる多様性のある地球社会を認識することである。そして、多様な文化を享受しつつ、学び分かち合い、地球社会の形成に貢献していく姿勢を持つことであると考える。しかし、このような文化の見方は、過去の反省に立ったうえで真に得られるものであろう。そのような点から、英語の教科書などの教材は偏見的見方の温床であると指摘され、見直しされてきた。過去において大英帝国植民地の下で行われた英語教育は、ヨーロッパを優位とみなすものであった。現在の英語教育においてもそのような姿勢を無意識に継承し、文化に優劣をつける見方をしていないかどうかを検証していかなければならない。オーストラリア紹介に「I go to the hospital to die」という ethnic joke が何年間も中学校の英語教科書に載せられていた。現在でも副読本などにこの一文は使われていることから、オーストラリア人と知ると必ずこの話をコミュニケーションの話題として持ち出す人が多い。このような ethnic joke は円滑なコミュニケーションを阻むものである。その要因を英語教育が作っている事実があることを

真摯に受け止めなければならないであろう。また、国際理解教育といえば、必ずと言って良いほど英語圏のヨーロッパ系の人たちを招き、ヨーロッパ文化について学んでいる。他方では、地域社会が急速に多民族化している事実には目を向けようとしない現状がある。多様な文化を理解することが国際理解の第一歩であるとの認識が十分に浸透していないことの証しであろう。国際理解イコール欧米文化イコール英語という図式を国際理解教育に当てはめる傾向があり、国際理解教育が新たな弊害を生む恐れのある現状を見直す必要があるのではないだろうか。Michael Goethals（1996年）は、「英語は大英帝国の言語であった。欧米、アメリカ主導の政治権力下の言語である。国際交渉の言語である。欧米の政治経済財力を持つ言語である。この点を認識し、変革への責務を分かち合うべきである」と述べている。このような背景を背負っている英語教育を認識したうえで、地球的視点に立ち、国際社会において多文化間コミュニケーションに使われる英語であることの認識を再度確認し、そのような姿勢を示していく必要があると考える。

２．英語教育における国際理解と平和

リンガパックスは、外国語教育こそが国際理解教育を勧めるのに最も適していると述べている。リンガパックスの提唱する国際理解と平和は英語教育にどのように位置付けられるであろうか。コミュニケーションは友情を育み、相互理解を深めるために図るのであって、敵対関係を築くものではないことは明白である。しかし、一方植民地支配、戦争など敵対する世界の歴史的経緯から、言語は敵対、侮辱する目的で使われてきたことも事実である。今日無意識にそのような姿勢を継承しているがために、誤解を招き、友情を構築するべきコミュニケーションにおいて、軋轢が生じ、コミュニケーションが円滑に図れないことが頻繁に起こっている。したがって、多文化間コミュニケーションに従事するためには、コミュニケーション能力をはじめ地球的視野、文化理解などの国際理解能力の養成を図ることが英語教育において不可欠である。

あらゆる文化背景からなる人たちとコミュニケーションを図っていかなければならない今日、英語だからといって、ヨーロッパ系の人たちとだけコミュニケーションをとるのではないことを認識しておく必要がある。多様な民族とのコミュニケーションでは、どんな民族とも公平かつ平等にコミュニケーションできる姿勢が求められている。どの文化も等しく地球の財産であり、文化に優劣はないという文化の見方を持つことが重要である。また、文化を正しく理解するためには、文化が培われた背景を知ることが重要である。Deena R.Levine（1982）は「文化は氷山にたとえられる」と述べ、文化現象はその文化の一部分であることが多く、背景にある理由を探究することで初めてその文化本来の有り様が理解できることを示唆している。また、Deena R.Levine（1987）は、「文化のステレオタイプ（stereotype）や過度な一般化（over generalization）は、誤った文化の見方をすることになる」と警告している。ただ単に、文化の表面的な部分だけを見ていたのでは、自民族中心主義的（ethnocentrism）見方をしてしまい、その文化を自分本位な見方で決めつけ（judgmental）てしまう危険性がある。それでは理解にはほど遠いものとなる。一方、各々の文化は地球というひとつの社会で人類という一つの種によって培われたものであるという地球的視点に立つならば、異なる点よりも類似する点や普遍的な点が多いことに気付かされるはずである。

したがって、英語でのコミュニケーションが円滑に行われるためには、多様な世界の認識、文化の適切な見方、地球的視野が重要である。このように、リンガパックスの提唱する国際理解を深める文化学習は、英語教育において不可欠な要素なのである。

Ⅳ　国際理解のための英語コミュニケーション実践内容

英語コミュニケーションの重要な能力としての国際理解能力育成を目指した方策をここに紹介する。多文化間コミュニケーション・トレーニングの一環として、国立大学（教育、人文学部）、私立（工学部）大学一年生を対象に昨年、今年実践している。文化学習を中心に、文化トピックの提示の仕方、文化の見方などを学習するが、前段階に挨拶、自己紹介、家族紹介など一般的トピックをあらかじめ学習し、コミュニケーション・トレーニングを行っておく。国際理解能力の育成には多様な社会を反映させることが有効であることから、「世界を取り込む」工夫をあらゆる方法を使って実践している。また、多文化間コミュニケーションに備える意味からも、英語圏だけではなく、アジア、アフリカ、南米など多様な文化内容を取り入れて学習する。

１．学習目標

- 多様な世界や文化の見方への認識、地球的視野を育成する。
- 文化トピックと適切な文化トピックの持ち出し方を学習する。

２．活動内容

１）多様な世界への認識を促す。まず、国名、地名をクイズ形式で学習する。次に地理クイズで世界について学ぶ。最後に学習者自身がクイズを作って持ち寄り、お互いに紹介する。国名などはコミュニケーションに一般的に使われるが、英語の発音だけでは国名を認識できないケースが多い。発音が認識し難い国や都市やあまり馴染みのない地域を選んで紹介する。クイズ形式ではあるが、学習者の知識を競うのではなく、分からないときは学習者同士が話し合って回答するなどの方法をとる。コミュニケーション・トレーニングであって、単に知識のあるなしを競うのではないという基本的方針を学習者に伝えておく。

例

(1) The capital is Jerusalem. Hebrew is spoken.
（答え　Israel／Israeli）

(2) It is a sea that has huge reserves of petroleum and natural gas and the name of which is the same as the ancient name for Iran.
（答え　The Persian Gulf）

２）文化情報をはじめ文化の見方を学習する。世界への認識が少し目覚めたところで、文化学習を通して、文化の背景を知る能力を養成する。また、一般的なトピックの学習、文化トピックの提示の仕方などを練習する。

扱う文化は、良いイメージを与えるような内容を学習し、ネガティブなイメージを与えるものは含まない。また、内容を単に学ぶのではなく実際のコミュニケーションに役立つトピックやストラテジーを次のように段階的にトレーニングする。

step 1　国に関するクイズでその国に対する知識を確認する。

step 2　国の位置、首都、人口、言語、気候、産業など基本的情報を学習する。例のように、項目ごとの質問の仕方と答え方を学

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習する。このような基[illegible]報はコミュニケーションにおいて一般的に持ち出される話題である。相手の国や文化について尋ねることは、その国や文化について学びたいという姿勢を示し、敬意を表わすことにもなる。したがって、どのようなトピックが一般的に話題にされるのかを学習することは重要である。

例　1　What is the capital of Australia?
　　2　What languages are spoken in Australia?
　　3　What are the climate like in Australia?

step 3　対話文を通して、他の文化に対する認識をさらに促す。たとえば、中国など地理的には近いにもかかわらず、主要都市がどこにあるのかも知らないことが往々にしてあるのに気付かされるが、このようなコミュニケーションでよく起こる内容を対話文で学習し、他の国への関心を高める。(Appendix 参照)

step 4　ステレオタイプなどネガティブなトピックへの認識を促す。相手の文化にとってマイナスなイメージのあるトピックを適切な話題として持ち出すための言語表現を学習する。例のような表現を各レッスン毎に学習する。表現を使って、学習者自身の持ち寄るトピックが適切な話題になるように練習する。

例 1　This is maybe rather touchy subject, but~
　2　Forgive me if I'm stereotyping, but~
　3　I do not want to make a generalization, but~
　4　It probably isn't true of all the people(situation), but~

文化トピックは一般的な話題であるが、無意識にネガティブなトピックを話題にしてしまい、知らないうちに相手を傷つけたり、自民族中心主義的な姿勢と受け止められたりすることがある。結果として誤解を受け、コミュニケーションがスムースに運ばないことが多い。このような誤解を避けるためには、他の文化に対する認識を高めていかなければならない。メディア、映画などの影響から、他の国や文化に対してマイナスのイメージが植え付けられていることが多い現在の社会状況を考えると、英語教育の中で認識を促し、トピックの持ち出し方を学ぶ必要がある。たとえば、アメリカと言えば、銃社会 (gun society) というトピックを話題にする人が多い。このような話題を無意識に持ち出すことで、アメリカ人全体に一般化しているように誤解を受けることがある。その国にとって、マイナスな話題 (touchy subject) であるとの認識を表わしておくことは相手の文化へ敬意を示すことになる。どのような事柄も話題として使えるだろう。文化への配慮は理解への第一歩であり、円滑なコミュニケーションを図るうえで重要である。このようなトレーニングを通して、文化への認識が高められると同時に、どのようなトピックの持ち出し方が適切であるかなど文化に対する判断能力 (criteria) が培われていくと考える。

V　学習者からのフィードバック

1997 年度国立大学一年生を（教育学部）を対象に通年で行った際の学習者からのフィードバックは次のような点に分けることができた。

「(英語を使ううえで) さまざまな国の文化や人々に触れ、理解を深めることは大事だと感じました。いろいろな国の価値観の違いや文化の違いを知ったらきっと楽しいだろうと思いました」

多様な文化や世界への認識の必要性について気付いたというものが多かった。多様性のある私たち地球社会を知り、謳歌し、享受できることは楽しいことであると学習を通して体感した学習者がいた。

「英語というとアメリカというイメージが強かったが、この授業では英語を使って、世界の国々の様子を知ることができてとてもためになったと思う」

英語は欧米について学ぶ手段であり、欧米の人とコミュニケーションするための言語であるという明治維新以来日本人の間に培われていたイメージを取り払い、多様な地球社会で使われている言語としての英語を認識したという。一方、ネガティブなイメージや偏見を抱いていた中国などのアジアの国々への関心を示し、ポジティブなイメージを抱くようになったと認識する学習者も多かった。

「薄れかけていた英語や世界への興味が再びわいてきた」

「高校までの英語の能力をさらに高めるためにはコミュニケーションや発音は大切だと思う」

このように英語学習への意欲、コミュニケーションの大切さや楽しさを感じた学習者が多い。これは英語学習の意義を明確化すると同時に、多文化間コミュニケーション・ストラテジーなど学習内容が言語と密着していることによると考える。

「国際社会の一員といいながら、他の国についての知識、情報の少なさを実感する。知識情報は得ることはできるが、それをコミュニケーションに発展させることはとても難しいことだと思う。授業の練習が実践できなければならない」

一方、トピックの提示の仕方など英語でのコミュニケーションの方法を段階を追って行う練習はやってみると難しいと訴える学習者もいた。これは、学習者中心のトレーニングの場合、学習者自身が考えたり、調べたりする参加型の授業であることから、モーティベーションが低い段階ではなかなかステップを進め難い。学習者のモーティベーションを高めることを優先し、ステップを進めていく必要があろう。

このように学習者からのフィードバックのほとんどはポジティブな内容が多かった。このようなトレーニングは国際理解能力を育成すると同様に、多文化コミュニケーションへのモーティベーションを高めると同時に、実際のコミュニケーションに備えることができるのではないだろうか。

VI　おわりに

日本の高校生以上の学習者は、いわゆる false beginners といわれ、文法、語彙など高い英語の知識を持った学習者である。しかし、スピーキング、リスニング、コミュニケーション能力などの面では全くの初心者である。英語でのコミュニケーション・トレーニングを行うためには、このような日本人学習者の英語学習背景および文法、リーディング、ライティングの力はあるかれらの英語力を理解しておかなければならない。したがって、文法などの言語的側面ばかりではなく、コミュニケーション・スタイルの違いから生じるトピックや表現の違いなどの文化的側面および文化理解などを学習内容に盛り込んでいく必要がこの点からもあると言えよう。

このような日本人学習者の高い英語の知識を言語として使うことで、世界のさまざまな人とのコミュニケーションに役立てられるであろう。民族間のコミュニケーションを促進することによっ

て地球社会形成（globalization）へ貢献していくことが可能となるであろう。また、日本人学習者の英語力を埋もれさせることなく、このように地球社会に還元していくことは、教育を受けることができないでいる地域の多くの民族に対しても報いることになるのではないだろうか。したがって、このような地球的視点に立った倫理的意義を加味した英語教育を行い、国際理解と国際協力の精神のもとにかれらの潜在的英語の知識をさらに発展させていかなければならないと考える。また、重要なことは学習者もこのような視点に立った英語学習を希望していると言う事実である。

現在はグローバルなコミュニケーションを形成していく過渡期にあって、実験的にさまざまな方策を模索している段階である。我々英語教育者は、国際理解と平和を勧める英語教育の責務と役割を反映できるアプローチ、教材作りにもっと力を入れる必要があろう。

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Appendix

Dialogue

Shuji:Hello, Xiaoling, How are you doing?

Xiaoling:Hello, Shuji. I'm fine, thank you.
I am just writing to my friend who goes to college in Shanghai.

Shuji:I see. You are also from shanghai, right?

Xiaoling:No, actually I'm from Suzhou.

Shuji:I'm sorry I have never heard of that place.
How do you write it in Chinese characters?

Xiaoling:Here it is. Lots of tourists visit Suzhou.

Shuji:I do know this city but only by name. Thank you.
I'm sorry, but I really don't know where Suzhou is located.
Let me see it in the atlas. Oh, I see, it's north of Shanghai.

Xiaoling:Actually it's quite close to Shanghai.
It only takes one hour from there by train.

Shuji:What sorts of things can you see in Suzhou?

Xiaoling:It's famous for its canals used for transportation, like Kurashiki and Yanagawa in Japan, and there are a lot of beautiful temples because it was once the ancient capital of Wu in the Spring and Autumn Period. It is famous for silk, too.

Shuji:Well, I realize now I really don't know very much at all about China. I guess I should study more about the world, including China.

Xiaoling:You're right. We are becoming aware that we really don't know very much about our world. That's why we need to interact on an individual level as well as a national level in order to exchange more information.

In this article, the authors share with the readers steps they have taken to implement the recommendations of LINGUAPAX in their classrooms. The article also focuses some attention on the necessity of adding ethical meaning to language education to meet the needs of a globalizing society, and demonstrates the importance and effectiveness of fostering international understanding and awareness in the classroom by engaging students in intercultural activities and communication.

Working Papers

edited by joseph tomei

As teaching positions become fewer and short-term and part-time employment more common for Japanese and expatriate teachers, TLT introduces a column devoted to news and analysis of working conditions. We welcome well-researched, informative contributions concerning employment problems, resources for dealing with them, and—especially—their solutions. Since we will cover issues defined by their conflicts of interests and accounts, we aim for objectivity, fairness, and accuracy, rather than a posture of neutrality. Please send contributions, in English or Japanese, to column editor Joseph Tomei. *(See the masthead, p. 2, for contact information.)*

Christmas in Kumamoto

by Joseph Tomei, with Bill Lee

On December 7, 1998 a statement of support signed by 47 Japanese and foreign academics, lawyers and other supporters, was delivered to Prefectural University of Kumamoto (KPU) President Teshima and the governor of Kumamoto Prefecture, calling for the end of the discriminatory treatment of foreigners at KPU.

Here is a chronology of the significant events of the labor dispute leading up to that statement.

In July 1993, four foreign teachers at Kumamoto Women's University signed an Acceptance of Appointment document (*shunin shodakusho*) submitted to Monbusho as part of the preparations for restructuring the school as the Prefectural University of Kumamoto, for the school year beginning April 1994. The university recruited five other foreign faculty, who signed the same documents, which refer to the teachers as *sennin kyoin* ("full-time teachers" in the English translations). Per Monbusho requirements, the teachers submitted specially formatted curriculum vitae to verify their qualifications. These were accepted by Monbusho, which subsequently approved the university's application.

At the start of the school year in April 1994, however, the original four teachers were asked to sign a "Notification of Terms and Conditions" referring to their positions as *tokubetsu hijoukin* "special irregular, temporary/part-time" positions. According to this document, although they would teach a maximum workload, report on their research, participate in curriculum decisions, and be responsible for making entrance exams, budget expenditures of the Language Center, and timetables, they would not receive bonuses or retirement allowances and were ineligible for promotion. Instead of signing the document, the teachers sent a memo seeking relief from the additional "Terms and Conditions" that said, in part, "this list is not a demand for special treatment but a request to honor the agreements and understandings between Instructors and Monbusho, the Prefecture and the University. . . ." The remaining five teachers were employed as "regular" general public employees (*joukin ippan koumuin*) but with three-year contracts.

The university maintains that they described all aspects of the position during recruitment and explained them thoroughly to the finalists, implying that these discussions take precedence over any documents submitted to Monbusho. It also points out that because "foreign teachers" are limited to teaching English-related subjects, the nature of their duties dictates the manner of their employment. Even though the university has the foreign teachers teach a full class load and provides them with offices and research funds, the university insists that they are only part-time teachers, so acceding to their requests would amount to preferential treatment over other part-time workers.

On December 3, 1994, an informal meeting was held to discuss the status and terms of the foreign teachers. The teachers were told that the documents they signed did not reflect their actual status but were only for the purpose of obtaining accreditation. On December 7, the teachers sent a letter of protest reiterating that they expected the university to honor the documents they submitted to Monbusho.

The teachers had refused to sign the "Notification of Terms and Conditions" because it not only contradicted the previously signed Acceptance of Appointment documents submitted to Monbusho, but would also significantly downgrade their status. In February 1995, President Teshima signed a new version of the document which stated that the teachers had read but did not accept the terms and contained a set of proposed revisions. The teachers were classified as irregular part-time teachers, retroactive to the 1994-95 academic year.

The following two years, 1995 and 1996, instead of contracts, the teachers signed administrative appointment documents that allowed them to continue working. The university, however, refused to meet with the teachers to discuss a resolution.

In addition, the university hired an additional two foreigners on the same one year basis, bringing the total up to 6 'part-time full time' teachers and 5 *ippan kyouin*.

In 1996, the teachers were asked to reapply for their positions for the school year 1997, and they refused. Following legal advice, the teachers formed a union on July 11, 1997. Formal negotiations began in October 1997 and after five sessions were unilaterally broken off by President Teshima in February 1998.

On January 21, 1998, the university enclosed an agreement that changed the university-internal title of their jobs from *gaikokujin kyoushi* (foreign instructor) to *gaikokugo kyoushi* (foreign language instructor), noting that the term of the gaikokujin kyoushi ended on 31 March, 1998 and that the new gaikokugo kyoushi positions were term limited to 1 year. If the documents were not signed by February 10, 1998, the university said, the teachers would not be employed by the university. On the advice of their lawyers, they signed the document.

To protest their treatment, on June 24, 1998, the union held a one-day strike, the first strike at a public university in Japan.

In July, the university initiated a curriculum revision to reduce the required credits for English. This reduction would entail a 50% reduction in the number of foreign teachers employed.

In October, President Teshima announced that, in order to normalize the management of the university, "part-time foreign teachers" contracts would not be renewed. What was not mentioned was that this normalization means that specifically the six foreign teachers presently employed under such status would be dismissed from April 1, 1999. The President said that "Discussions have begun with the prefecture on hiring foreigners on the same basis as their Japanese counterparts" (*Kumanichi Shinbun*, Oct. 1, 1998). However, when these announcements were posted, it was stated that the terms of employment were "3 years (renewable) for those who do not have Japanese nationality" This document can be seen at: <http://nacwww.nacsis.ac.jp/local/docs/02861.html>.

On December 25th the Labor Commission met with the teachers and with university representatives in a preliminary investigation of the labor dispute. The teachers hope to obtain an order mandating their return to work until the dispute is settled and have asked their colleagues in Kumamoto to support them by not accepting part-time positions to replace them.

On December 28th, the teachers added over 900 signatories to their statement of support in three hours in downtown Kumamoto. A speaker for the teachers noted, "People came up to us and they said things like, 'We're not doing this for the poor, persecuted foreigners. We're doing it for ourselves. It's not a foreigner's problem, it's a question of the quality of teaching and the kind of schools we want in our community.' True, this happened to me because I'm a foreigner, but I'm dealing with it instead of leaving because Kumamoto's my home and I care what happens here."

HIGGINS & TANAKA, cont'd from p. 19.

group tasks taking place throughout the term. Our purpose in these evaluations is not only to provide the necessary grades/credits but also to gain insight into how much of the content the students are comprehending and able to express, so that we can guide them to greater clarity on the subject. We can thus adjust the content to meet their needs, and the message clearly conveyed to the students in this course is that development and communication of their ideas are the most important elements of their evaluation.

We encourage our students to find harmony and unity in the diversity of thoughts presented through the "non-adversarial" discussion method in which they are actively trained. In contrast to the "pro/con" systems of debate and other "parliamentary-style" discussion methods, this style of group consultation allows and enables the students to employ and improve their cognitive, affective and intuitive capacities in an atmosphere where they do not have to fear being attacked or belittled for their ideas (Higgins, 1990). We have observed that students gain both confidence and self-awareness that extends beyond the classroom. We believe that the content of these courses provides our students with the essential tools to enable each of them to begin to play their part in the design of a unified, just and peaceful international world.

The students themselves provide us evaluations which help us to refine our teaching "power" for the next group of students. Although we have been accused by some students of "making them think too much", most comments are positive and give us the feeling we are indeed succeeding in our goals. Here in closing is an example from the students' evaluative comments:

> *Most teachers don't check our attendance in their classes. As a result they have to look at the result of my work only on exams. I hate it. Compared with that, I wrote journals, some reports, and told my opinions in your classes. And especially, I could think about world issues deeply. We young people are always thinking only about enjoyment. But we have a lot of problems to solve around us, I think.*

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Net Nuggets 1999

edited by larry davies <davies@ic.nanzan-u.ac.jp>

For New Teachers from Overseas Coming to Japan

There are many new sites springing up that serve the English language educator in Japan. Here is a sampling. Note: These are commercial sites; their listing does not constitute an endorsement by JALT.

ELT News <http://www.eltnews.com>

This site is billed as being "The Website for the ELT professional in Japan." It is sponsored by Tuttle and Company. It consists of four main pages, including an ELT News page, an ELT Jobs page, an ELT Books page (with books from many other publishers included on the page), and an Import Books page. The news page, updated daily, is handy for those interested in up-to-the-minute developments of the English teaching scene in Japan. Most stories carry links to further information. This site is definitely worth a visit for those interested in coming to Japan, as it is a good starting off point for discovering the culture of the ELT professional in Japan.

Tokyo Classified <http://www.tokyoclassified. com/welcome.html>

This e-magazine bills itself as "a weekly freepaper and web site made for Tokyo's international community by Crisscross Incorporated." The intricate website has ads for teachers throughout the Tokyo area, as well as the regular assortment of regular classified ads, information for international people coming to live and work in Japan, and a comprehensive entertainment index.

Authors

Yayoi Akagi is a part-time lecturer at the Science University of Tokyo in Yamaguchi and Yamaguchi University. She received her M.A. in Teaching from the School for International Training in the U.S. She has developed curriculua in intercultural communication and training applied to English to foster awareness of international understanding and global perspectives. She is currently working on a translation of LINGUAPAX recommendations and studying their implementation.

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Don Harrison, Deputy Director of CEWC since 1997, previously worked for development and human rights education NGOs in the United Kingdom and as a teacher of English in the UK, Cameroon, Malawi and Malaysia. Among learning resources he has helped to produce are *The Rights of the Child* topic books (SCF-UK/UNICEF-UK, 1990); *Around the Developing World* (Hodder and Stoughton / SCF-UK, 1992); *Lima Lives: Children in a Latin American city* (SCF-UK, 1993); *The Routes to Health* series (SCF-Scotland, 1996) and *Changing Childhoods, Britain since 1930* (Centre for Global Education / SCF-UK, 1996).

Marilyn Higgins is an Associate Professor at Yamaguchi Prefectural University in Yamaguchi City. She has lived in Japan for more than 20 years and has been involved in education projects and teacher training in several countries including the United States, China and Russia. She is currently completing her Ph.D. in Education with an emphasis in moral and spiritual education.

Armene Modi has an MA in TESOL from Columbia University, Teacher's College. She has taught TESOL in India, the US and Japan for the last 25 years. Her stint in Japan began 11 years ago as an ALT on the JET Program in Shizuoka Prefecture. She later taught at various other educational institutions in Japan, including Obirin University, Nihon University, and LIOJ. She is presently founder/chairperson of *Ashta no Kai*, an Indo-Japanese NGO initiative working for women's literacy and development in Shirur District, a rural area near her hometown Pune, in India. Her professional interests include the incorporating of global and peace studies into language education.

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Jeris E. Strains is Professor of English at Himeji Dokkyo University and member of the Baha'i International Community. He published "Teaching a UN Summit: NGO Forum" in the March 1996 Global Issues N-SIG Newsletter.

Brid MacConville Tanaka, an instructor at Shinonome Women's Junior College in Matsuyama, Ehime Prefecture, is a graduate in occupational therapy and worked as an OT in psychiatry for ten years. She is also a graduate in fine arts with a major in painting and has exhibited in Japan and Canada. She is completing a masters degree in education, with a specific interest in moral and spiritual education and the development of an art curriculum from this basis.

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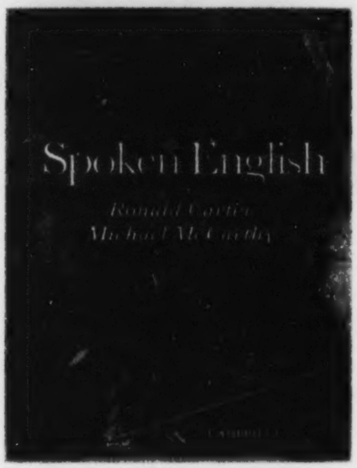

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Task-Based Research in SLA: A Lecture by Rod Ellis

Brett Reynolds, *Sakuragaoka Girls' Jr. & Sr. High School*

On November 14, 1998, Rod Ellis returned to Temple University Japan for TUJ's distinguished lecture series. Ellis first came to TUJ as a weekend guest lecturer in 1987. From 1988 to 1993, he served as full-time faculty at TUJ, during which time he wrote *The Study of Second Language Acquisition* (1994), known as "The purple book." Ellis then moved to Temple's main campus in Philadelphia but has returned to TUJ frequently since.

The lecture was preceded by an introduction by Ken Schaefer, director of TUJ's Ed.D and M.Ed. Programs in TESOL. With his characteristic blend of humor and sincerity, Schaefer compared Ellis to Noam Chomsky, who was lecturing at the same time in Kyoto. He compared the two on a number of counts including service to the TESOL profession, teaching skill, and ability to write "really big books that people actually read." He concluded that, of the two, Ellis has done far more for TESOL and SLA research and that TUJ was very lucky to have been able to work so closely with him.

Ellis began the lecture by laying out what he planned to cover over the weekend. The first of five topics, defining and describing tasks, was covered in the session open free to the public on Saturday afternoon. The remaining four topics were addressed in the later sessions for TUJ students: tasks, listening comprehension, and SLA; tasks, interaction, and SLA; tasks, production, and SLA; and tasks and socio-cultural theory.

Ellis' purpose over the weekend was clearly descriptive, not prescriptive. The interchangeable use of words like exercise, activity, and task is a confusing factor in SLA research. He suggested that a clear definition of tasks would be helpful for both researchers and teachers. A broadly accepted definition would aid researchers in designing studies and teachers in interpreting research findings. It was clear that the distinction Ellis proposed was not drawn in order to cast out everything that failed to meet the criteria for a task. He repeatedly emphasized that exercises and activities are useful teaching devices: they simply need to be distinguished from tasks. In struggling for an overriding label to cover all the above, he settled for "devices," though he seemed uncomfortable with it.

Ellis asked those present to consider some definitions of a task proposed by other researchers. Once we had read them over, he proposed the following as hallmarks of tasks:

1. A task is a work plan.
2. A task involves linguistic activity.
3. A task requires primary attention to be on message (cf. "exercise").
4. A task allows learners to select the linguistic resources they will use themselves.
5. A task requires learners to function primarily as language users rather than learners.
6. A task has a clearly defined non-linguistic outcome.

Though these criteria are meant to be exhaustive, Ellis admitted they are not all cut and dried. For this reason, he presented teaching devices as lying along an exercise-task continuum, with specific devices being more or less task-like. This became very clear when the audience was given examples of a number of devices and asked to decide whether they were tasks or exercises.

Having established this caveat, Ellis went back and attempted to clarify each of the six criteria. Defining a task as a work plan is necessary, he concluded, because any task as conceived by a teacher or a materials developer may not match what learners actually do. There is a work plan, and there is the actual process. While these may overlap, they are likely to differ to some extent. In short, lesson planners cannot control how learners actually perform assignments in the classroom so defining tasks as process is problematic.

Ellis then moved on to the second point, that tasks involve linguistic activity. While this may be obvious, the point was made in contrast to the definition offered by Long (1985) which includes things like painting a fence. While this is indeed a task in the broader sense of the word, it clearly need not involve linguistic activity. As such, it is of no interest in TESOL or SLA research.

In stating that a task requires primary attention to be on message, Ellis purposefully avoided using the "meaning versus form" dichotomy. He argued that, in form-focussed exercises, one must still understand the meaning in order to correctly complete the exercise. For example, an exercise requiring students to fill in the blank may be something like: *Yesterday, John ____ to the movies.* In this example, the choice of the correct word depends, to a certain extent, on an overall understanding of the meaning. Furthermore, a student would have to understand the meaning of the word yesterday in order to choose the past tense form of the verb. However, Ellis maintained, the sentence has no message.

While some tasks are unfocussed and meant solely to promote general oral fluency, other tasks can be focussed tasks. In these, the teacher's aim is to develop learners' linguistic resources. However, in order to ensure the focus is on the message, learners must not know the teacher's aim. Thus, a focussed task becomes an exercise if the work plan calls for learners to be aware that the task is designed to practice a certain part of language. Again, Ellis stated that there is noth-

***REPORT**, cont'd on p. 49.*

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

This column is open to all JALT chapters large and small who wish to describe their approach to meetings, their successes, experiences and achievements. We welcome a 900-950 word report (in English and/or Japanese). This month, Lorne Spry of ***JALT Sendai*** *communicates to us the warmth and support he feels in his chapter.*

JALT Sendai, the Friendly One

In one of my favourite movies, "Tunes of Glory" (1960), Alec Guinness as the former acting regimental colonel says to his adjutant, "We have always been known as 'the friendly one'." This is bitter irony because he and his fellow officers are bent on isolating and destroying the younger and less aggressive replacement (played by John Mills). This sort of irony in no way exists in JALT Sendai; everyone is unreservedly welcome. In the movie, the new colonel is a plummy-voiced Sandhurst graduate who is bullied by the embittered brogue-accented regimental favourite who has, over the years, risen from the ranks to become the temporary commander. The new colonel's eventual suicide in a lavatory results in a promise from his near mad rival—a grand regimental funeral ". . . with all the tunes of glory . . . ."

JALT Sendai proceeds from year to year with much less drama, but I like to think that is distinguished as "the friendly one." Indeed, I think that friendship is the driving force in our chapter. It's the kind of friendship where we are not in each other's pockets, but there is always a helping hand for those who need it. It's true to the extent that even visiting presenters have commented on it. Before meetings start, there is a flurry of excited conversation, and break time is a blizzard of greetings and chatter which often has to be gavelled to closure so we can restart the speaker. The term participant truly means something in our chapter, and this has also been favourably commented on by presenters. Often the floor of our meetings is as engaged as the podium. Invariably, there is a party afterwards at a nearby *izakaya*, and usually our presenters attend as our guest. These can be noisy affairs—at least as exuberant as a highland regimental mess well after the haggis has been piped in.

JALT Sendai is a sterling bunch of interesting and active Japanese and foreign teachers who represent the entire spectrum of the teaching profession: K-12, *tandai, daigaku, juku, eikaiwa*, school, public education classes, and tutoring. It is our boast that we can provide a scintillating year's program from in-house talent, experience and expertise. Recently, our members have presented on, among other things, comprehensive reading in English courses, adapting Monbusho materials to greater interactive usage, neuro-linguistic programming, and the innovation of fresh techniques. One of our members is to be a featured speaker at JALT98, and another will soon give a presentation on chaos theory with regards to learning.

As president of JALT Sendai, I have not had any of the problems experienced by the colonel in the movie. I have received encouraging support from all of the members. I have always been able to call upon the wisdom of the most experienced including a charter chapter member and a charter member of the national organization who helped write the national constitution. I have always felt that the chapter is much more than just executive committee meetings and presentations. One new member wrote to me recently to say that she felt much less isolated after spending time with all of us. I noted at that time how quickly she had been included in the group. It does no disservice to anyone if I say we are often able to learn at least as much during our social time together as we do in the formal presentation itself. At any one time, there are several threads of conversation going on which are in themselves mini-symposia. And what better way to enjoy a presenter than to talk shop with him/her over beer and squid?

Like many chapters, perhaps less than a third of us in JALT Sendai are regular participants at a meeting. Some people in JALT have felt that this represents a problem. And I guess it is, but I, for one, consider it a room which is 1/3 full—not 2/3 empty. All our regular participants would agree that JALT is about face-to-face contact. Furthermore, I think that all of us agree that vibrant personal contact among our members, as well as that of all the other chapters across Japan, is where the energy comes from to drive JALT forward from year to year. For a long time, JALT Sendai has had members who have been at the very center of national affairs, but we all agree that the local/regional chapter is the starting point for what people do in JALT.

I have heard it said that maintaining chapters to service the needs of some lost and lonely teachers absorbs a lot of JALT's energy and resources. I've thought about this, and I cannot say that this is never true. Perhaps, no dedicated teacher alive has not had some sort of crisis, or been at some crossroads during their career. JALT Sendai is by no means an enclave of the lost and lonely, but there is always support and understanding here for those who need it, and members do not hesitate to give it. Like any good regiment, you can always come home to JALT Sendai.

Lorne Spry in Sendai
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edited by sandra j. smith & oishi harumi

Using *Rainbow War* to Raise Global Awareness

Ken Fujioka, *International Christian University*

I have often used videos to give students opportunities to observe and hear language in action, in addition to understanding the content. *Rainbow War*, however, was my first attempt to introduce a global perspective using video. One of the features that drew my attention to its pedagogical possibilities was the video's potential to attract a wide range of viewers. The plot is simple yet conducive to exploration of cross-cultural issues, and thus serves well for open-ended discussion and reflection. Summerfield (1993) states "learning about stereotypes, ethnocentrism, discrimination, and acculturation in the abstract can be flat and uninspiring. But if we *experience* intercultural contact with our eyes and ears, we begin to understand it" (p. 1).

Rainbow War is about three "one-color cultures" existing in isolation who eventually come into contact with one another with tumultuous consequences. Conflict is portrayed in both novel and entertaining ways. Each color culture tries to dominate the others by painting the enemy with their own national color, using their weapons of choice, that is paint cans, paint brushes and rollers, and paint spray and hoses. Colors, like ideas and attitudes, mix and blend in unpredictable ways. In the end, the opposing groups become united in one world, finding acceptance of each other.

Previewing Activities

Prior to watching the video, I usually begin the activity with a list of preview questions. Students form groups of three or four and a group leader is appointed in each group to facilitate discussion by going over the questions and encouraging each group member to share their views and experiences. After the discussion, vocabulary words related to the topic of the video are introduced. Students work together in the same groups to complete the vocabulary matching task.

I. Preview Questions

1. Are there different ethnic, national, racial groups that exist in your country? Are there people who speak a different mother tongue than you? Are there foreigners or immigrants earning a living by working in your country? Please explain.
2. How do people relate to immigrants or foreigners who behave differently from the majority of people?
3. Do people generally accept one's differences or do they expect them to behave in the same way they do? Please share your ideas.
4. How would you describe the relations among these different groups?
5. Do problems exist among these groups? If so what kinds of problems occur?

II. Vocabulary Matching

1. __ censor	A. the act of deliberately separating one group, person, or thing from others. *An Amazon tribe who lived in ___________ from modern society was recently discovered.*
2. __ dominate	B. to completely get rid of something that is unnecessary or unwanted. *The PTA has come up with a plan to ___________ violence from schools.*
3. __ isolation	C. to examine books, films, letters, etc. to remove anything that is considered offensive, morally harmful, or politically dangerous. *Some of the movie scenes which were to be shown on public TV have been ___________(ed).*
4. __ eliminate	D. having the highest position of power, importance, or influence. *One of this decade's ___________ achievements has been the development of the computer microchip.*
5. __ discourage	E. to have power and control over someone or something. *Two thousand years ago, the Roman empire ___________(d) the continent which we now call "Europe."*
6. __ supreme	F. to prevent or try to prevent someone from doing something by making the action difficult or unpleasant, or by showing them that it would not be a good thing to do. *His parents wanted to ___________ him from dropping out of high school.*

Definitions for this activity were obtained from Longman *Dictionary of Contemporary English.*

III. Video Viewing

Assign existing groups either Task A or B. At the conclusion of the video, elicit from the group leader words or phrases that characterize the similarities and differences between each color culture. List them on the board.

Task A: View the video and write words or phrases that characterize the differences between each color culture. (Students can take notes while viewing the video if they like.)

Task B: View the video and write words or phrases that characterize the similarities between each color culture. (Students can take notes while viewing the video if they like.)

IV. Comprehension Questions

1. What were some ways that friendship was shown?
2. Explain what happened to the Yellow Queen at the end of the "Rainbow War."
3. How did the three kingdoms discover their similarities?

V. Post-discussion Questions

1. In the beginning of the video the narrator stated that "in the red land, everything was red because they trusted red. But they were afraid of everything else." Why do you think they were "afraid of everything else?"
2. Was it better for the three kingdoms to be in contact with each other or to be isolated from each other? Explain.
3. The three kingdoms overcame their color differences. Do you think there will still be problems to solve? Explain.
4. Did you see anything in the video that may represent events that have happened or are happening in the world today? Give your view(s).
5. What is the message or theme of this video?

Conclusion

I encourage teachers to view and explore *Rainbow War* for its global implications. The merits for using it in the classroom are (a) its time manageability for viewing (entire presentation is only 20 minutes), (b) minimum language (audience can focus on the visual and conceptual impact), (c) interest arousal (relative ease of information necessary for comprehension), and (d) platform for discussion (students can experiment by extrapolating and applying their theories to existing world situations).

Rainbow War can be ordered through GEMCO:
Rainbow War (Pyramid Film and Video)
Attn: Ms. Miyazaki
Tel.: 03-3400-7737 Fax: 03-3400-1873
E-mail: gemco@lares.dti.ne.jp

Acknowledgement: I would like to thank Sonia Yoshitake-Strain for her suggestions on an earlier version of this activity.

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Stoller, Fredericka, L. (1993). Reviews: Rainbow War. *TESOL Journal, 3* (1), 44-45.

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Quick Guide
Key Words: Global Perspectives
Learner English Level: Intermediate though advanced
Learner Maturity Level: Junior high school through adult
Preparation Time: approx. one hour
Activity Time: Varies; usually 70-90 minutes

An Intercultural Communication Simulation

Asako Kajiura, *Intercultural Communication Trainer and Translator*
Greg Goodmacher, *Kwassui University <ggoodmacher@hotmail.com>*

One part of being a good global citizen is to be able to understand and be sensitive to features of other cultures, such as body language, discourse patterns, and male and female roles. A role-play which simulates entering into and interacting with another culture helps students to both practice their English skills and develop their awareness of how people in other cultures interact. This simulation is appropriate for intermediate and advanced level students. Classroom activities before the simulation and the actual simulation can take up to two one and a half-hour class sessions, depending upon the levels of the students. Teachers can vary the difficulty of the language and tasks involved to fit various class levels.

Preparation for the simulation involves teaching the concepts of body language, especially regarding greetings, leave takings, and personal space. Students must know vocabulary such as bowing, shaking hands, hugging, kissing, touching palms together, etc. Additionally, they must be introduced to both the concept of gender roles and the vocabulary for discussing gender roles. For teaching the concepts and vocabulary above, sections from videos which show people from various cultures interacting in many ways, such as greeting, eating, leaving, interrupting, etc., are very useful. Students watch with the task of observing and recording how males and females from these cultures interact.

If possible, do the simulation with another teacher's class. If this is not possible, divide your class in half. Place the students in two different rooms, so each group is unaware of what the other group is doing. The students must be told to imagine and to create a new culture with unique body language for greetings and leave takings, etc. They must also decide what types of questions are asked and what topics are discussed when meeting strangers, as well as how men and women in their cultures differ regarding discourse and body language. The students or the teacher can write these social norms on the board. Each student must also create his or her own identity, which includes a new name and occupation. If students have trouble deciding how people interact in their new culture, the teacher might offer suggestions such as touching elbows or men standing behind women when greeting others. For lower level students, the teacher can assign social rules and individual identities. When students understand their new culture's rules of social interaction, they should practice following their rules until they no longer need to look at the writing on the board, which is subsequently erased.

In the next stage, a small group of "explorers" from each culture travels to the other culture with instructions to meet the foreigners, introduce themselves, and observe the foreign group's body language, conversation rules, and gender roles. These "explorers" are to enter the other classroom (culture) while following the rules of their original culture, but they can adapt to the foreign culture if they wish. Give them around five minutes to interact. The interaction time depends upon the time available, the language skills and interest levels of the students.

After this, the "explorers" return to their home cultures and report their observations and ideas about how members of the foreign culture interact. Following this, a new group of "explorers" leaves for the foreign culture and the process is repeated until all students have spent time exploring and observing the foreign culture.

In the final step, all members of the two cultures come together in one classroom. Representatives from each culture express their assumptions about the social rules of the other culture. Each group tells the other group if the assumptions are correct. If the assumptions are incorrect, the groups explain their rules of social interaction. The groups also discuss how the two cultures differ and what they share in common.

This simulation can be followed up with writing activities. One is a writing task where students reflect upon what they have done and learned, and the other is an essay comparing and contrasting the two cultures. Another possibility is writing advice for someone going to a foreign culture.

Quick Guide

Key Words: Speaking, Intercultural Communication, Writing
Learner English Level: Intermediate through advanced
Learner Maturity Level: High school through adult
Preparation Time: Varies
Activity Time: 1 or 2 class sections

Studying the Rights of Non-Human Citizens of Earth

Greg Goodmacher, *Kwassui University <ggoodmacher@hotmail.com>*

Being a good citizen of planet Earth not only implies being empathetic and understanding of the needs of other humans, but also implies understanding the rights and needs of other creatures on Earth.

Perhaps one of the best places for the study of animal rights and abuses is a zoo. Moreover, most large cities have zoos that are easily accessible by mass transit. School administrators will usually give permission for teachers to accompany students to a zoo. As such, they provide an excellent opportunity for an educational field trip. Of course, students should do more than just idly walk around and watch animals. To focus my students' attention on the issues of animal needs and rights, I gave my students tasks to complete as they wandered throughout the zoo. The students were to find information related to the conditions of the zoo animals. I provided students with a worksheet on which to record their findings. Sections of the worksheet are below:

Welcome to the Zoo Worksheet

As you walk around the zoo, look at the animals and do the following:

1. Write the names of any animals which are listed as endangered.
2. Think carefully about all the animals you see and answer the following questions:
   a) Which animals look happy and healthy? Why are they happy?
   b) Approximately how much space do those animals have?
   c) Which animals look unhappy? Why do you think they are unhappy?
   d) Approximately how much space do those animals have?
3. Write three good things about zoos.
   a)

   b)
   c)
4. Write three bad things about zoos.
   a)
   b)
   c)

The field trip to the zoo should be followed by activities based on the students' findings. One idea is to have your students bring their findings to the next class and arrange a debate on the positive and negative aspects of zoos. Another idea is to facilitate a discussion based on their field trip. For this purpose, I gave my students the following questions to elicit their ideas:

1. Do you enjoy going to zoos? Why or why not?
2. Which animals were the most interesting? Why?
3. Do you think animals have feelings? Why?
4. Did any animals look unhappy or unhealthy? Why?
5. Did any animals look happy and healthy? Why?
6. Why do people put animals in cages?
7. Is it right for people to keep animals in cages? Why?
8. How do you think zoos get their animals?
9. How can zoos be made better for animals?

Another follow-up task is to have students research how far the animals they saw in the zoo usually travel in the wild. This develops their researching skills. Afterwards, each student reports his or her findings to the class. Students are usually impressed by information such as the wolf they had seen walking back and forth in a small, dank cage would normally travel more than sixty kilometers a day if it were free in the wild. The end result of these activities is often a change in students' attitudes toward keeping animals in captivity.

Quick Guide
Key Words: Speaking, Writing, Animal Rights
Learner English Level: High beginner through advanced
Learner Maturity Level: High school through adult
Preparation Time: Very little
Activity Time: At least one class session, plus field trip

A Thematic Week at a Small School

James R. Welker, *Nagoya University of Foreign Studies*
Stacia Houston, *St. Mary College, Nagoya*

We organized a thematic week around AIDS at an English language *senmongakko* with approximately 150 students. The goals were to educate the students about a serious social issue, to provide students at all levels the opportunity to study content in English, and finally, to provide a break in the curriculum for both the teachers and students.

Preparation

The most essential element of our program was the "AIDS file," a collection of teaching materials made available to encourage teachers to focus on AIDS in their classes. These materials were divided into five categories: general lessons and lesson ideas, reading selections with accompanying exercises and activities, recent newspaper and magazine articles, videos and worksheets, and general information for teachers. Though about half of the teachers were motivated enough to produce their own materials, having ready-made lesson plans made it easy for teachers who were not so inclined.

Creating the file was simply a matter of finding and compiling teaching materials already available from textbooks, the Internet, and newspapers and magazines. Our most valuable resource for lesson plans and general information was JAPANetwork (Japan AIDS Prevention and Awareness Network). The head of this organization, Louise Haynes, also volunteered to be a guest speaker (see endnote).

The general lessons included easy-to-use lesson plans for basic, intermediate and advanced levels. Lesson ideas included mini-quizzes, discussion questions, role-plays, and cloze exercises with pop music. The reading selections dealt with issues such as personal accounts from people with AIDS and their family members, women and AIDS, and the AIDS crisis in Japan. We began gathering the newspaper and magazine articles several months prior to AIDS Awareness Week for classroom use and teacher information. We were able to rent recent AIDS-themed Hollywood movies, such as *Philadelphia*, from the video store, and we borrowed some U.S. American made-for-TV movies, and public service announcements from JAPANetwork. The teachers who used videos made worksheets to accompany them. Finally, we compiled a folder of articles about addressing AIDS in the English-language classroom.

After the file was completed, we presented it to the other teachers and gave specific examples of how the materials could be used in various classes. To prevent students from facing the same activities twice, teachers indicated on a checksheet which materials they were using in their classes. Several weeks prior to AIDS Awareness Week we put up posters and asked teachers to inform the students of the upcoming events.

The Week

We kicked off the week with a talk on AIDS by Ms. Haynes, which motivated the students for the remainder of the week. From that point, the week practically ran itself. Individual teachers utilized materials most appropriate for their classes. For example, in one intermediate conversation class, students watched *Fatal Love* and afterwards discussed the content and their feelings about it. In a listening class, students did cloze exercises and follow-up discussion with songs from the *Philadelphia* soundtrack. In a computer class, students searched the Internet for AIDS-related information.

Conclusion and Suggestions

Feedback from teachers and students was overwhelmingly positive. For teachers who are apprehensive about broaching sensitive issues in the classroom, this approach provided information and support to make it less daunting. The school administration also saw the value in this special weeklong curriculum and put their support behind us. Student interest level was consistent throughout the week. We believe this was because of the wide variety of materials and approaches to the issue, which allowed for a much deeper treatment. Generally, serious topics such as AIDS are discussed only in upper-level classes, but the AIDS file, with materials for all levels, meant that even the most basic conversation classes were able to spend time on this issue.

Though we chose to do a thematic week on AIDS because we were concerned that our students did not know enough accurate information about AIDS, such a week could be done on a variety of other topics. We suggest social issues such as racism and discrimination, women's issues, or the environment. Lighter topics might also be appropriate, such as a week on Japanese culture or the home countries of the foreign teachers. Many such topics already have countless related ESL activities and materials available, reducing the need to generate original materials and for preparation time.

Note:
JAPANetwork's homepage, full of teaching ideas and resources for teaching about AIDS, can be found at http://www.bekkoame.jp/~gettings/JAPANet/JAPANet.html. Louise Haynes can be contacted at aidsed@gol.com.

Quick Guide

Key Words: Content-based Language Education, Integrated Four Skills
Learner English Level: High beginner through advanced
Learner Maturity Level: High school through adult
Preparation Time: Varies according to resources available
Activity Time: One week

REPORT, cont'd from p. 41.

ing intrinsically wrong with this. The distinction is only for descriptive purposes.

The fourth criterion was that learners must be given the opportunity to select the linguistic resources they will use themselves. That is, that providing them with word lists, instructions about language use, or explicit models turns the task into an exercise. If learners are asked to use certain lexical items, grammatical forms, or if they are given models to work from, the focus will not likely be on the message.

This point relates to the fifth: If learners are provided with lists or models to work from, then they are simply practicing the language, not using it. When people are acting as students, they practice language. When people are acting as language users, they don't.

Ellis' last point was that there must be a clearly defined non-linguistic outcome. The irony here is that while this outcome must be the students' goal in performing the task, neither teachers nor researchers are remotely interested in it. Their ulterior goal is, to promote oral fluency or to develop learners' linguistic resources. Thus, teachers and researchers must, in Ellis' words, engage in some trickery when using tasks.

Ellis said he has been asked many times how tasks can be employed in beginning level classes. His answer was that tasks need not involve language production. In fact, in beginning language classes he would rely heavily on listening tasks. He suggested employing TPR (Total Physical Response) techniques to make tasks comprehensible right from the start. He also noted that many people believe that tasks must be done in pairs or small groups. While tasks are often performed this way, they needn't be. Again, people who hold such beliefs are overlooking listening tasks.

The lecture was well prepared, interesting, lively, clearly delivered, and, by all accounts, well received. With his ease in the classroom and his ability as a leading theorist and researcher, Rod Ellis is an inspiration example for all of us in TESOL and SLA research.

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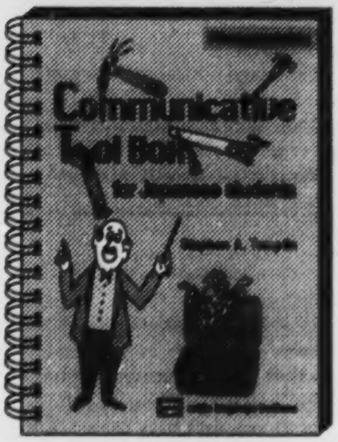

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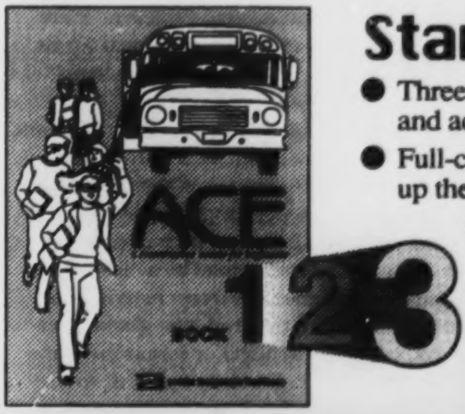

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Book Reviews

edited by katharine isbell & oda masaki

TOEFL Idioms. Robert Moore and Atsuko Okada. Tokyo: Aratake Publishing, 1998. Pp. v + 152. ¥1,500. ISBN 4-87043-139-4 C 2082.

Judging by the number of ESL/EFL materials devoted to the subject of slang and idioms, teachers will be discussing the finer points of why teasing can be expressed as "pulling my leg" and why an easy task is deemed "a piece of cake" well into the next millennium. A cursory glance through a local bookstore yielded such titles as *Idioms in American Life*, *1000 Essential Idioms*, *Crazy Idioms* and *All Clear!* Basic and low intermediate-level titles such as *Side by Side* and *Expressways* devote considerable space to phrasal verbs and slangy turns of phrase. Even Dave Sperling's ESL Marketplace website has an archive of slang and idioms. The field is obviously fascinating for learners and language professionals, as well as lucrative for publishers.

The Test of English as Foreign Language, TOEFL, is also a formidable industry in its own right. Administered by U.S.-based Educational Testing Services, it has spawned a huge ancillary market for self-study texts, tapes, and software. Like it or not, TOEFL seems here to stay. One common criticism of the test is its famous tendency to give prominence to somewhat rare or unnatural chunks of vocabulary and discourse. Of course, this includes idioms, and a union between the idioms industry and the world of TOEFL is, potentially, a match made in heaven. This new text reveals some of the possibilities and pitfalls inherent in this marriage.

Moore and Okada have designed a five-chapter self-study text for Japanese students meant to teach, practise, and test idioms found in the Listening Section of the TOEFL test. The book is organized by topic and common function; to wit, chapter one is based on language connected to studying while two is about working, three on shopping, eating and drinking, four on travelling and relaxing, and five on socializing and talking with friends. There is also a good 13-page index of idioms in the book, listed in alphabetical order with a brief Japanese translation and page reference for each entry.

Taking a closer look at the design of chapter one on studying, for example, we find that it has 30 mini-dialogues intended to parallel Part A of the TOEFL test's Listening Section. Facing pages have complete explanations of the terminology in Japanese. For instance, the following is a representative conversation.

Woman: *"I've really fallen behind in my sociology class.*
Man: *"Then, why don't you stay home tonight and hit the books?"*

This is followed in turn by these question and answer choices: A. She should take greater care of her textbooks, B. She should study hard this morning, C. She should avoid falling over her textbooks, and D. She should have a more interesting social life, which hint at the kind of skimming and contextual guesswork necessary as test-taking strategies for the TOEFL. In case the hint misses, there are highlighted key words in the choices that are explained in Japanese. Meanwhile, a later dialogue about a customer's unhappiness at high prices ("It cost me an arm and a leg") includes a suggestion that the listener isn't able to see the speaker's appendages. Again, this sort of discourse serves as an implicit, useful reminder to teachers and students about the differences and risks associated with surface and subtextual meaning.

A longer conversation which parallels Part B, Longer Dialogues, mixes separable and inseparable phrasal verbs and idioms.

Man: *"I didn't expect to run into you. I thought you were finished at 12."*
Woman: *"Professor Wang let us out an hour early."*
Man: *"Lucky you. How about joining me for a cup of coffee?"*
Woman: *"I'll have to take a rain check. I'm run ragged at the moment."*

This is followed by four "WH" multiple choice questions and an answer key box on the opposite page. The same pattern recurs for Part C, Short Talks. Then, there is a one-page Review Exercise Quiz, and a short supplementary reading in English, linked to the theme of the chapter. In the case of Chapter 1, the quiz includes a 12-question section where the student has to match expressions with their definitions (e.g., Hit the books = To study hard) and a 10-question sentence completion exercise (e.g., "Why don't we finish early? Let's call it a day.") The supplementary reading this time is a 4-line excerpt from a 1997 *USA Today* article about a California proposal to end bilingual classes. This reading extract could conceivably be a terrific discussion starter—perhaps another way to make use of this book.

One shortcoming of the book is the absence of an audio cassette, although this could, in fact, open up several possibilities for teacher and student alike. To borrow a proverb in the spirit of the text, *necessity is the mother of invention.*

Anyway, before we get *snowed under* with too much detail, note that this book is no *piece of cake.* It is meant for learners already at or aiming for a 550 TOEFL score. Maybe all of us have to *roll up our sleeves* before we *hit this book,* but if you happen to *run into it* at a store, don't *shy away.* It's useful for students and teachers, native and non native alike, especially at the senior high school, college and university level. *Break a leg!*

Timothy Allan, Kwassui Women's College, Nagasaki

A World of English. Andrew Bampfield, Andrew Littlejohn, and Diana Hicks. Cambridge: Cambridge University Press, 1997. ¥19,500. Video. ISBN 0-521-56655-X.

As its title suggests, this video provides variety. Its twelve segments achieve this both through language and locational variety (eight UK, three U.S. and one Australian-based segment), and through thematic variety. The segments are grouped in pairs around six themes. The themes comprise teenagers' lives, the environment, past lives, outdoor experiences, nationality meeting nationality, and energy. Each video segment lasts approximately five minutes. While each gives exposure to one or more grammar points, this exposure is not overly intrusive and genuinely appears to result from the themes rather than vice-versa. Only one excerpt is purely narrative; the others include various types of discourse. For example, "Through the Tunnel (on Eurostar)" combines the situation of buying a ticket, a narrative describing the tunnel, and interviews with passengers (including non native speakers) about their reasons for taking the train and their opinions of it.

This video successfully combines the visual and aural aspects that can make video such a useful source of material, provided that students are encouraged to recognise the value of comprehending both aspects. Purely visual interludes are a feature of all the segments and break up the flow of language that can often make material originating from film or television intimidating. The language itself feels natural and uncontrived, with reduced forms used authentically. Occasionally, the speech is a little muted. Although this is intentional and indicated in the full transcripts which accompany the video, it can contribute to student frustration. The quality of filming is highly professional, giving the video the feel of documentary-quality material. This is particularly the case in the segment "From Cambridge to Antarctica (The British Atlantic Survey)."

The publishers intend the video for learners at post-elementary level and suggest that it can be used both on its own and in conjunction with a course book. I used it in the latter way, meshing a segment where it was relevant to the course book. In the accompanying guide, typical advice is given that a small amount of video is better than too much. However, the relative brevity of the segments, combined with the loose relationship between segments, could limit the video's use as a main source of material. I used segments from the video successfully as supplementary material with university students, but the fact that several segments feature children of school age, makes it very suitable for the high school teacher who is prepared to spend some time away from entrance examination preparation and who successfully reassures her students as to how much they can expect to understand.

As mentioned, the video comes with full transcripts in the accompanying video guide. These include ideas on how to use the video which are conventional rather than particularly innovative. While the video guide itself includes no specific tasks or projects for the individual segments, users can receive an upgraded guide containing teaching notes and photocopiable worksheets by returning the guarantee card enclosed with the video. Support material is also promised on the publisher's website but I have not managed to trace this. However, I can recommend the video itself as a supportive, up-to-date, and varied resource that can help the students move towards the greater demands of broadcast material, whether film or television.

Anthony Robins
Nagoya Institute of Technology

Oxford Learners Wordfinder Dictionary. Hugh Trappes-Lomax. Oxford: Oxford University Press, 1997. Pp. xix + 519 + 15-page explanatory booklet in Japanese. ¥3,000. ISBN 0-19-431308-5

The *Oxford Learner's Wordfinder Dictionary* (*OLWD*) is the third in a family of monolingual dictionaries from Oxford University Press specifically written for intermediate and advanced learners of English. However, the way language information is arranged in this book is radically different from the other two. It lists everyday words and expressions under one of 630 keywords, which are further grouped into 23 topic areas. Each keyword contains entries linked to it by meaning or usage. This mimics the approach adopted by the innovative *Longman Language Activator*, first published in 1993. The idea is that users can find the precise way to express themselves in a given language setting starting from a known keyword or topic. Put simply, the *OLWD* is an EFL dictionary that helps learners to produce language, typically through writing, rather than to read language.

Imagine you are an EFL student writing a recipe as an assignment. You want to include a word that means a device for weighing ingredients, but cannot think of what to write. Using the *OLWD*, you look under the topic, food and drink, and then under the keyword, cook. You see the term you are looking for shown in an illustration: kitchen scales. Next you are writing a letter to a friend, and are looking for a word for an emotion when recalling the past. You think the correct word is nostalgia but are not sure. You want to firstly, confirm its meaning, and secondly, see an example of usage appropriate for your letter. This time, failure. You cannot find it. Yet the word nostalgia, and its derivative, nostalgic, are in the dictionary under the keywords remember/forget, but surprisingly they are not independently listed anywhere.

These two examples illustrate both the strengths and weaknesses of the *OLWD*. On one hand it is very good at guiding the user to a commonly used word or phrase from a known topic or related keyword. On the other, it is poor at confirming the suitability of a desired word, especially a slightly unusual one. For this, an index of all its entries—as found in its rival, the *Longman Essential Activator (1997)*—is urgently needed. At present, only basic words can be accessed alphabetically. There are other serious shortcomings. Neither frequency information (useful for examination revision) nor phonetic transcriptions (again found in the *Longman Essential Activator*) are given. There is little indication of the type of semantic relation between entries (synonym, antonym, hyponym, etc.). In addition, its omission of less-than-common words sits uncomfortably with its stated aim of being for intermediate and advanced students.

No doubt the *OLWD* will sell well due to the Oxford publishing label; however, I would be reluctant to recommend it to my Japanese students. If they need a dictionary specifically for productive purposes, appreciate the benefits of consulting an English-to-English dictionary, and are at a high enough level to understand the example sentences and definitions, I would be inclined to recommend they instead buy the *Longman Essential Activator*, which in my view is far better.

Brian C. Perry, Otaru University of Commerce

Recently Received

Compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 28th of February. Please contact Publishers' Reviews Copies Liaison. Materials will be held for 2 weeks before being sent to reviewers, and when requested by more than 1 reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

MacGregor, L. (1999). *Pathfinder 1* (students, teachers, cassette). Tokyo: Macmillan.

MacGregor, L. (1999). *Pathfinder 2* (students, teachers, cassette). Tokyo: Macmillan.

Reading

!Aylmer, J. (1996). *Darcy's story: From Pride and Prejudice.* Great Britain: Copperfield Books.

!Lauer, J., & Tsuji, E. (1997). *American presidents and Japan today* (students, teacher's). Tokyo: Nan'un-do.

Self-study

Joyce, H. (1998). *Words for work: A vocabulary workbook for vocational English.* Sydney: NCELTR.

Supplementary Materials

Stafford-Yilmaz, L. (1998). *A to zany community activities for students of English: For intermediate to advanced ESL students.* Ann Arbor: University of Michigan Press.

Still Available: To receive a list of materials which were not requested during 1998 but are still available for review, contact Publishers' Reviews Copies Liaison.

Eulogy

Unfinished dream
a chrysanthemum blooms
in the tatami room

Yume samenu tatai ni kiku no sakishi kyo
Chiyo-ni (1703-1775)

JALT Past President Shigeo Imamura's name still comes up regularly in discussions about how JALT has managed to reach its silver anniversary. Recently however, I understand that he is in very poor health and therefore I write this short essay to inform JALT colleagues of his significance to JALT.

Shigeo Imamura coined our current name: Japan Association for Language Teaching. Past Vice President Don Modesto recently wrote on the Internet listserver JALTCALL, "Imamura Sensei suggested the name because the JA of L Teachers, translated into Japanese, sounds like a union. JA for L Teaching sounds like what we are."

Originally elected by the membership to be Vice President, Imamura stepped forward to become JALT president when the position was unexpectedly vacated in 1992. Many may remember Dr. Imamura standing valiantly to chair a packed and rather boisterous Annual General Meeting at Tokyo International University that year. Our meetings are perhaps quieter now thanks to his efforts at that turning point in JALT's administrative history. He had the ability to bridge the Japanese and foreign members' community in JALT.

When he went to celebrate the 20th anniversary of JALT at JALT94 in Matsuyama, he was able to attract many friends and colleagues including former president of JALT Deborah Foreman-Takano. He was mentor for many English students around Japan; many have gone on to be excellent teachers of English. Notably in Matsuyama, where he taught for many years, they regularly host parties in his honour. Shigeo Imamura is currently professor at Himeji Dokkyo University.

"Shig" as he is called by many friends in JALT, may soon be stepping down, according to his physicians. But there's still time they say. Perhaps you would like to pass on a kind word to him. The Past President of JALT Matsuyama Chapter, Tsuyoshi Aono (t: 089-922-9520), William Balsamo, the current president of JALT Himeji (<balsamo@kenmei.ac.jp>), and our JALT Central Office can provide you with additional information.

With respect for a JALT colleague,
David McMurray
JALT Past President

Editor's note: Sadly, on December 24, 1998, a few days after this eulogy was written, Shigeo Imamura passed away. A full memoriam will be in the next issue of *TLT*.

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Kansai Office Tel: 06-355-0466 Fax: 06-355-0467 e-mail: pjwjapan@gol.com

Bulletin Board

edited by david dycus & kinugawa takao

Call for Papers—JALT Hokkaido 16th Annual Language Conference. The JALT Hokkaido 16th Annual Language Conference will be held in Sapporo on Sunday, May 30, 1999. The Hokkaido Chapter invites you to submit papers, in English or Japanese, on any aspect of language teaching in Japan. Presentation blocks will be 45 minutes and any equipment needs must be specified. Abstracts should be no longer than 250 words (English) or 1,000 *ji* (Japanese), and should be accompanied by a cover sheet bearing your name, address, phone/fax/e-mail contact, paper's title, and biodata. Japanese papers should have an English summary attached. If possible, English papers should have a Japanese summary attached. Submit abstracts by February 15, 1999 by e-mail to: Ken Hartmann, <RM6K-HTMN@asahi-net.or.jp>, or send in Word format on a floppy disk together with a hard copy to: JALT Hokkaido, 1-2-3-305 Midorimachi, Makomanai, Minami-ku, Sapporo 005-0013.

Call for Readers—Join the JALT99 Proposal Reading Committee. Both new and experienced readers are warmly encouraged to join the proposal reading committee for the JALT99 international conference. Reading committee members should be JALT members and should be available (in Japan and close to your mailbox) from late February to the end of March. Volunteer by filling out the form below, and mail or fax it by February 12 to Gwendolyn Gallagher, Takasagodai, 6-chome, Asahikawa 070-8061; tel/fax 0166-63-1493.

Proposal Reader Information

Name:

Mailing Address:

Phone: Fax:
(Please specify home or work)

Years of teaching experience: Years in JALT:
Which languages(s) do you teach:

Current teaching situation:

Please circle: I can read and evaluate proposals in
English Japanese
Do you have any proposal reading experience?
For JALT: Other:
How many JALT Conferences have you attended?

Are there any dates between February 20 and March 25 when you would not be available to read? If so, please explain:

Call for Papers—Materials Writers Special Issue. A special issue of *The Language Teacher* focusing on materials is scheduled for publication in March 2000. Almost every teacher is involved with materials in some way, either by using materials, creating their own materials for the classroom, publishing materials themselves, or publishing materials professionally. We would especially like to invite English or Japanese submissions of feature, opinion, and perspective articles that provide a principled framework for materials production. Please include an abstract, if possible with translation. We are hoping for articles with a broad appeal, ranging from materials for children to adults. Any materials publishers with new textbooks or course books (at any level) for the 2000 academic year are invited to submit them for a materials survey review. Current reviews of books related to materials are also being sought for the reviews column. Please submit your manuscripts by June 1, 1999. Materials from publishers should be received before September 1, 1999. Send submissions and enquiries in English to: Kent Hill, Kimigatsuka Haitsu 2-D, Minami Kimigatsuka Machi 20-14, Onahama, Iwaki-shi, Fukushima-ken 971-8169; t/f: 0246-54-9373; <kentokun@mail.powernet.or.jp>; in Japanese to Kinugawa Takao, *TLT* Japanese-Language Editor.

Position Announcement for *The Language Teacher*— English language proofreaders are required immediately to assist with the production of *The Language Teacher*. Interested applicants must: (a) be a JALT member in good standing; (b) have experience in second/foreign language teaching; (c) be resident in Japan; (d) have a Macintosh computer (or a computer that can read and write Mac Microsoft Word-formatted files), a fax machine and e-mail access; and (e) be committed to contributing to the production of *The Language Teacher*.

Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872. e-mail:<i44993g@nucc.cc.nagoya-u.ac.jp>. Applications will be accepted on an ongoing basis.

投稿募集: JALT北海道第16回年次大会

JALT北海道第16回年次大会が1999年5月30日(日)に札幌で開催されます。北海道支部では日本における言語教授のあらゆる側面に関する英語、又は日本語の論文を募集いたします。発表は45分で使用機材は事前に指定する必要があります。要旨は英語250語以内、日本語1000字以内で、氏名、住所、電話/fax/e-mail、題目と略歴を記入した表紙を付けてください。日本語論文は英語要旨を添付してください。もし可能なら英語論文も日本語要旨を添付してください。提出先、詳細は英文の連絡先をご参照ください。

査読者募集 The JALT99 投稿原稿査読委員会

The JALT99国際年次大会への投稿原稿の査読委員会に加わっていただける新規の、そして経験のある査読者を募集しています。査読委員会のメンバーはJALT会員であること、2月末から3月末に日本国内にいて、郵便をすぐ受け取れる環境にあることが求められます。査読委員に応募してくださる方は英文の申し込み形式に記入の上、郵送かファクスで2月12日までにGwendolyn Gallagherまでお送りください。申し込み形式、問い合わせ先は英文をご参照ください。

投稿募集-TLT Special Materials N-SIG Issue

「TLT」教科書特集号は、2000年3月に出版されます。多くの語学教師は、何らかの形で教材に係わっています(教科書自体の使用、授業のための教師自身での教材作成、教材の出版、出版社との教材発行)。教材作成への基となる枠組みを示唆する論文、意見、見解を募集しています。英語、日本語どちらでも構いません。幼児から大人まで幅広い層に訴える記事を望んでいます。ご自身で、教材開発をしている語学教師の皆さんの寄稿を歓迎いたします。2000年向けのテキスト・コースブックの作成をしている出版社は提出してくださるようお願いいた

します。1999年6月1日までに原稿をお願いいたします。なお、教材開発に関するレビューは、JALTのアンダーカーバーでみられます。詳細は、英文を参照して下さい。

『The Language Teacher』英語校正担当者募集

「The Language Teacher」では編集の手伝いをしていただける英語校正担当者を募集しています。応募資格は以下の通りです。a) 会費を納入しているJALT会員であること、b) 第二言語／外国語教授の経験があること、c) 日本に在住していること、d) Macintoshコンピューター（またはMac MS Word形式のファイルが読めるコンピューター）、ファクス、e-mailが使えること。、e) 「The Language Teacher」の編集に貢献できること。応募される方は履歴書に手紙を添えてWilliam Actonまで提出してください。連絡先は英文をご参照ください。

Of National SIGnificance

edited by tom merner

Bilingualism

<http://www.kagawa-jc.ac.jp/~steve_mc/JALT-BNSIG.html>

Members receive our newsletter, *Bilingual Japan*, six times a year. Each issue addresses topics concerning bilingualism and biculturalism in Japan. We also sell occasional monographs on bilingualism and an annual journal, *The Japan Journal of Multilingualism and Multiculturalism*.

会員は当部会のニューズレター『バイリンガル通信』を年6 回受け取ります。これは日本における様々なバイリンガリズムや多文化の研究についての記事が掲載されています。また、バイリンガリズムに関するモノグラフと年一回発行される研究ジャーナル『多言語多文化研究』も販売しています。

Computer-Assisted Language Learning

<http://www.jaltcall.org/>

The new CALL N-SIG book, Teachers, Learners, and Computers: Exploring relationships in CALL, is now available. Visit the CALL site for purchasing details and to find out about CALLing Asia, the 4th Annual JALT CALL N-SIG Conference on Computers and Language Learning, which will meet May 22–23 at Kyoto Sangyo University in Kyoto.

コンピューター利用語学学習部会の新刊「Teachers, Learners, and Computers: Exploring relationships in CALL」が出版されました。本書の購入方法および 5月22日から23日まで京都産業大学で開催される第4回当部会会合につきましては当部会サイトをご覧ください。

College and University Educators

<http://interserver.miyazaki-med.ac.jp/~cue/1.html>

The College and University Educators N-SIG (CUE) would like to announce an on-going **call for papers** in the following categories:

Features Section
Notes from the Chalkface (articles about successful class room techniques)
What They're All Talking About (reviews of websites, books, etc.)
My Two Cents (opinion pieces)

Beginning in 1999 there will be a "Reader's Choice Award" given at the end of each year to the article voted "most interesting/informative" by CUE members. Contact Bern Mulvey <mulvey@edu01.f-edu.fukui-u.ac.jp> for more information.

大学外国語教育部会では、特集記事、成功した指導方略案、書評、意見等会報掲載のための記事を募集します。また、今年より年末に部会会員によって選ばれた最も興味深く、有益な記事には賞が贈られます。詳細は、Bern Mulvey (連絡先は英文参照)まで。

Jr/Sr High

<http://www.esl.sakuragaoka.ac.jp/tsh/>

Our Forum at JALT98, Silent Voices in the Classroom, had an attendance of 60. It was an outstanding presentation by Jenny Sakano and Michael Lubetsky. Far fewer could attend our Annual General Meeting, but new officers could be decided upon. We welcome the three new officers and thank Bob Diem and John Weil who served us well as Newsletter Editor and Treasurer.

JALT98で開催された当部会フォーラム「教室内の聞かれざる声」には60名の出席をいただきました。Jenny SakanoとMichael Lubetsky 両氏によるすばらしい講演でした。また、年総会においては新たに3人の役員を選出しました。これまで会報編集長および会計を担当して下さったBob Diem及びJohn Weilに感謝します。

Materials Writers

MW had an extremely successful conference. Our workhorse event, the 5th annual "My Share—Live!" swap-meet, drew 25 lesson plans, including some from our counterparts in Korea, and our 2nd annual "Professional Critiquing" session was an outstanding success, with lots of give-and-take between the presenters and the audience. Many thanks to Chris Balderston of Oxford UP and Marion Cooper of Prentice Hall for doing the honors. And a sign of another promising year! The March issue of *The Language Teacher* will be a special issue on Materials Writing co-edited by Kent Hill and Jim Swan.

MWの大会行事は大成功を収めました。我々の努力を結集した第5回年次『マイ・シェアー実況』教材交換会には、韓国MWからの参加者の分をも含めて25ものレッスン・プランが集まり、第2回年次『プロによる批評』も、発表者と聴衆の間の活発なやりとりで著しい成功を収めました。オックスフォード大学出版局のクリス・ボルダーストン氏とプレンティス・ホール社のマリオン・クーパー氏の御参加に謝意を表します。さて、今年も又成功の兆しです。「The Language Teacher」3月号は、ケント・ヒル、ジム・スワン共編の教材作成特集号です。

Teaching Children

The topic for the next issue of our newsletter, *Teachers Learning with Children (TLC)* is READING. Please send articles, creative teaching ideas about reading in English or Japanese to the editor, Michelle Nagashima, at <shel@gol.com> or f: 048-874-2996 by March 1st.

当部会会報「Teachers Learning with Children」の次号では、「読み」を特集します。読みに関連した記事や創造的な指導案がございましたら3月1日までに編集長Michelle Nagashima (連絡先は英文参照)までお送りください。記事は英語でも日本語でも結構です。

Teacher Education

<http://members.xoom.com/jalt_teach/>

May 22–23 we will be hosting a two day conference and workshop on "testing and assessment for learners, teachers and trainers" at the Kyoto International Community House. For a copy of the call for papers, registration material, or further information contact Janina Tubby at <janina@gol.com>, or c/o Sumikin Intercom. 7-28 Kitahama 4-chome, Chuo ku, Osaka 541-0041. t: 078-845-5768.

当部会では、京都国際コミュニティーハウスにおいて「学習者、教師、トレーナーのための試験および評価」に関する会合およびワーク

ショップを5月22-23両日開催します。論文募集要項、登録資料等くわしくはJanina Tubby（連絡先は英文参照）までご連絡ください。

Testing and Evaluation
<http://www.geocities.com/~newfields/test/index.html>

A special Ongoing Assessment edition of the *JALT Testing and Evaluation N-SIG Newsletter* welcomes manuscripts relating to this topic. Particularly: 1. effective ongoing assessment techniques 2. successful experiences of ongoing assessment 3. purposes of ongoing assessment 4. linking ongoing assessment to classroom-based action research 5. alternative forms of ongoing assessment 6. reviews of articles or books related to ongoing assessment. For this edition, please contact Cecilia Ikeguchi <ww4s-ikgc@asahi-net.or.jp> or Scott Petersen <rv5s-ptrs@asahi-net.or.jp>. Deadline: February 28, 1999.

試験と評価部会では、「指導と並行した評価」を特集した部会会報へ掲載する関連記事を募集しております。詳細は、Cecilia IkeguchiまたはScott Petersen (連絡先は英文参照)までお問い合わせください。締め切りは2月28日です。

Video
<http://members.tripod.com/~jalt_video/>

Would you like to turn an excerpt of your favorite film or television program into a language or culture lesson for your classes? Join the Video N-SIG and learn how. Our newsletter, Video Rising, is full of suggestions and advice on how to turn all sorts of video materials into successful lessons.

お気に入りの映画やテレビ番組を自分の外国語クラスあるいは文化クラスの授業にご利用になりたい方、当研究部会に入会すると、その有効な利用が出来るようになります。「Video Rising」と呼ばれる私達のニュースレターには視聴覚教材の有効な利用法のアドバイスが満載です。ホームページのアドレスは上記英文をご覧下さい。

N-SIG Contact Information

Bilingualism – Chair: Peter Gray; t/f: 011-897-9891 (h): <pag@sapporo.email.ne.jp>
Computer-Assisted Language Learning – Coordinator: Elin Melchior; t: 0568-76-0905 (w); f: 0568-71-8396 (w); <elin@gol.com>
College and University Educators – Coordinator & Editor, *ON CUE*: Jack Kimball; t/f: 0985-84-4485 (h); <kimball@post.miyazaki-med.ac.jp>
Global Issues in Language Education – Coordinator and Newsletter Editor: Kip A. Cates; t/f: 0857-28-2428 (h); <kcates@fed.tottori-u.ac.jp>
Japanese as a Second Language – Coordinator: Haruhara Kenichiro; t: 03-3694-9348 (h); f: 03-3694-3397 (h); <BXA02040@niftyserve.or.jp>; Coordinator: Nishitani Mari; t/f: 042-548-7663 (h); <mari@econ.hit-u.ac.jp>
Junior and Senior High School – Coordinator: Barry Mateer; t: 044-933-8588 (h); <barrym@gol.com>
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Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Chiba: *July 1998*—**Motivating Students to Participate,** by Robert Betts. Betts began by telling us about his background as a junior and high school EFL teacher. In large classes of 25 to 40 active adolescents, encouraging students and keeping their interest was really sparked by playing language games that were reward-oriented. The audience then played variations of games including Go Fish, Bingo, and Word Relationships. Betts then fielded questions from the audience. He notes that students often got so carried away by their enthusiasm that they had to be reminded to stop playing after classes were finished.

Chiba: *September 1998*—**What You've Always Wanted to Know About Your English,** by Kevin Mark. Mark spoke on "learner corpora." According to the presenter, consciously monitoring errors helps Japanese language learners understand how to progress from mistakes to perfected English. At first, most students should be encouraged to disregard errors, but as they advance linguistically, the need to monitor and self-correct language errors becomes important. When asked about the missing element from language classrooms, the audience came up with a variety of answers related to the students' misunderstanding of English and their inability to repair mistakes. *(Both reported by Waconda Clayworth)*

Hokkaido: *November 1998*—**Two Presentations—Task-based Assessment of Speaking and—Testing as a Social Activity,** by Tim McNamara. The first presentation examined the development of a project called TOEFL 2000, a communicative test of English for Academic Purposes (EAP) to replace the current TOEFL exam. The actual mental processes involved in completing test questions has been defined for written examinations but have not been applied to spoken tests of English. McNamara and his team aim to establish a framework for oral tests of English that provides a hierarchical scale of task difficulty to determine a relationship between task difficulty and the actual language skills needed to complete the task. McNamara concedes that the TOEFL 2000 project is difficult since a truly valid speaking test as part of an examination administered over 40,000 times a year is nearly impossible. Subjectivity in the assessment of speaking tests cannot be completely eliminated, and affective variables among test takers cannot be effectively managed. According to McNamara, this information is valuable since any improvements over the tests currently in place will benefit all types of large scale standardized testing.

The second presentation focused on the use of language tests for the creation and implementation of social policy in various countries and contexts. McNamara asserted that all large-scale tests have the function of meeting some institutional need, whether it be screening students for admission to university or assessing language ability for immigration purposes. Problems arise when the interpretation of results from

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language tests is used for unforeseen purposes. The test results have been used in various countries for excluding certain groups of people from established organizations. Due to these potential hazards, McNamara emphasized the test developer's ethical responsibility in the use and implementation of the tests they create. *(Reported by Jennifer Morris)*

Ibaraki: *November 1998*—**Maximizing Students' Talk in an Asian Context,** by Suchada Nimmannit and—**The Use of the First Language in the Teaching of English,** by Hannah D. Pillay. Nimmannit, from Thailand, described her efforts and techniques to encourage her business students to use more English in class. While downplaying the issue of student shyness, she remains sensitive to student learning styles in order to create a positive learning experience.

Pillay provided us with views and insights from interviews and observations of Malaysian teachers and students on the use of the first language (L1) in the classroom. She examined this relatively unexamined and controversial area, expanding it further to the issue of language power and culture. Lively questioning from audience members applying these ideas to their situation in Japan followed. *(Reported by Joyce Cunningham)*

Kagawa: *October 1998*—**Motivating Students to Be Active Learners,** by David Paul. Through a series of games, the presenter demonstrated that student-initiated learning (SIL) can be achieved in the Japanese EFL classroom. If students have a sense of power, they will become more involved in the learning process.

With SIL, there is some confusion at the beginning of an activity, leading to self-discovery by the students. With teacher-initiated learning, there is clarity at the beginning, but students are not led to become curious or motivated.

The teacher should act as a planner and activity designer, finding a way to achieve the target without teaching it, answering genuine questions that arise during the activity, using creative cheating, establishing rules and a creating a scoring system. Teamwork should be encouraged, and students should believe luck has a role in the outcome of an activity. When teaching children, the presenter believes it's important to stop an activity early, so students will look forward to playing the same game again.

The presenter demonstrated a vocabulary game involving two teams and a toy crossbow. Target words were written on the board along with the assigned point value. Review words were given low points and newer words higher values. Using the crossbow, the students took turns shooting the words. Upon hitting the target, they had to read the word to score points for their team. At the end, the team with the most points wins. Naturally, by being engaged in the vocabulary activity, all students are winners. The presenter concluded by mentioning the importance of teaching phonics to young learners as opposed to the whole word approach, believing that the latter is the main reason for poor foreign language performance among Japanese students. Phonics enables the students to read and learn independently. *(Reported by David Juteau)*

Nara: *September 1998*—**On Folk and Fairy Tales,** by Bonnie Yoneda. The presenter began by telling the story of a woman in the land of "Wa." The audience soon realized it was Yoneda's own life story. The presentation continued with a history of fairy tales, including the etymology and roots of the tales. Originally, fairy tales were stories told by women and collated by people such as the Brothers Grimm. The early tales were risqué and hardly fit for children.

The presenter introduced a hands-on lesson activity using the story of Cinderella. This activity revealed how prevalent the story is across cultures and that the earliest version is a ninth century Chinese tale. The presenter showed ways to incorporate comparisons of cultural value systems, vocabulary building, story construction, and retelling. Charts were used to compare the various ethnic versions of the Cinderella story.

Follow-up discussion activities focused on women's issues and whether a short courtship and marriage to a "Prince Charming" is really what modern women want. A video clip of "Cinderella" was shown to be an excellent springboard for discussion of contemporary relationship issues. *(Reported by Larry Walker)*

Okayama: *November 1998*—**The Internet in the EFL Classroom,** by Jim Schweizer. This presentation dealt with three Internet-related topics. First Schweizer demonstrated possible uses for the upcoming Okayama JALT Website. Then he showed us the on-line textbook he has been developing. Finally, he introduced us to the many other possibilities of the Internet.

During the presentation, each participant had access to a networked computer. The audience followed the presentation notes on screen and, by clicking on highlighted text, could instantly connect to examples and relevant Internet pages. We could realize, rather than simply try to understand, the potential uses of the Internet. Even the most computer-phobic participants were able to experience the benefits.

With his students, Schweizer uses his own online textbook. He teaches a content-based course, dealing with basic computing terminology and skills. Schweizer's colleague, Piers Dowding, related his experiences as a student helper in the course. He reported that most students found their introduction to computing through English difficult, but also challenging and motivating.

Finally, we looked at many other uses of, and services provided by, the Internet. We connected to various web pages and found many useful teaching related sites.

Thanks were given to Sangyo Gakuen University for use of their computer facilities. The Okayama JALT homepage is <http://jalt.sguc.ac.jp>. *(Reported by William Stapley)*

Osaka: *November 1998*—**What is the Use of Corpus Linguistics,** by Michael McCarthy. The "Corpus" consists of transcribed oral language in natural use. The project to collect and transcribe the corpus was funded by Cambridge University Press and cost about $400,000. Much of the data was collected by university students. Researchers can use the data to test their hypotheses about the use of spoken language. They can see single words and phrases used in contexts that can be used to predict and define how the language is used.

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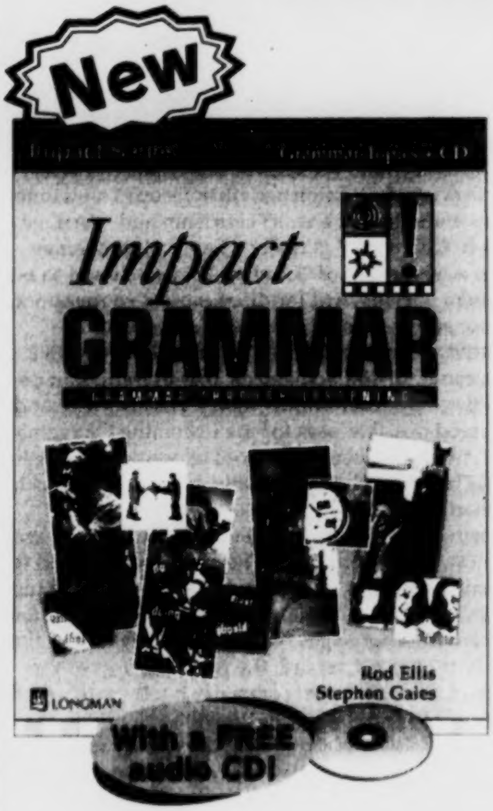
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McCarthy showed the listeners some examples of how their presumptions about the use of some phrases differed from the most common uses in speech of the same phrases.

He noted two points in particular about the difference in using transcribed spoken language and written language for linguistic research. Naturally the spoken language is different from writing in structure, phrasing and vocabulary. Spoken language has the notion of "listenership," that is it highlights the affective and social use of language more than writing. He pointed out that while the difference between spoken and written language has been acknowledged, it has not been brought to English classes. *(Reported by Rebecca Calman)*

Tokushima: *September 1998*—**EFL Primary Education,** by Toyama Setsuko and Watanabe Takako. The co-presenters demonstrated some basic ways to teach children how to read. Watanabe showed us some interesting games and books. She also introduced ways of providing students with aural training. Then Toyama demonstrated various prereading, read-along, and follow-up activities. Children were interested in reading and talking with large-sized books. The audience received some useful ideas for attracting children using books and games. They also appreciated how important and interesting it is for children to read stories. *(Reported by Nakano Naoko)*

Tokushima: *November 1998*—**Student-Made Video Vignettes,** by David Greene. The presenter began by outlining the rationale, benefits, and challenges of filming student-produced videos. These benefits included student motivation, cooperative learning, integrated skills, and self/peer evaluation opportunities. Greene then explained the technological minimums required and suggested ways to maximize results for those of us willing to invest time on such a project. He also made recommendations regarding physical classroom arrangement, group size, student-task balance, and ways to deal with initial camera shyness and mixed ability groups. Participants were shown a variety of clips which demonstrated how highly motivating this kind of task can be for students, whose creativity and sense of gratification were apparent. Though their language ability was rather low, student interest level was high. The extracts represented the spectrum of show formats, beginning with the less demanding "News, Weather and Sports." These formats then moved on to topics dealing with interviews of famous persons, fashion themes, cooking, variety game show formats, music programs, and culminating in a show dealing with a cultural theme. *(Reported by Nora McKenna)*

Chapter Meetings

edited by malcolm swanson & tom merner

A special welcome to all new chapter announcements officers. For full information on how to submit to this column, please visit our website at <http://www.seafolk.ne.jp/kqjalt/chmtg.html>, or contact the editors at <malcolm@seafolk.ne.jp> or 093-962-8430 (t/f). Thank you.

Malcolm Swanson, *Tom Merner*

Fukuoka—Two Presentations, by Richard Walker, Addison-Wesley Longman. Walker will demonstrate some of the latest ELT materials available for 1999. The workshop will be in two parts. The first part will target English conversation teachers of junior high school and senior high school learners while the second part will be geared more toward college and university educators.

It will also be a chance to meet your new chapter officers, and a social evening will follow. *Sunday, February 21, 2:00-5:00; Aso Foreign Language Travel College; free to all.*

Addison Wesley Longman出版のRichard Walker氏が1999年出版の最新英語教材を中高校生向き、大学生指導用とに分けた二部構成で紹介します。

Hiroshima—Oxford Kid's Club Tour, by Carolyn Graham, Oxford University Press. This year the tour features Carolyn Graham as a special guest speaker. She is the author of the well-known *Jazz Chants* series, and songwriter for both the *Let's Go* and *Tiny Talk* series, all published by Oxford University Press. *Monday, February 22, 10:00-12:00; YMCA; Lovely Hall; free to all; info: Oxford University Press (03-5995-3801).*

Oxford Kid's Clubツアーが有名なJazz Chantsの著者でもあるCarolyn Graham氏を特別ゲストに迎えての講演です。

Hokkaido—1. English Classes Then and Now: Bridging the Gap Between High School and College, by Laura MacGregor, Sapporo International Junior College.

This presentation will address the challenges facing college students and will offer solutions to help students have an enjoyable and profitable experience in their college English classes. —**2. Japanese Communication Style and Structured Encounter Group,** by Ito Akemi, Fuji Women's College, Sapporo. The presenter will discuss some cultural factors that prevent students from being expressive in class and will introduce exercises for Structured Encounter Groups that help students develop friendly relations quickly. *Sunday, February 28, 1:30-4:00; Hokkaido International School; one-day members ¥1,000.*

Ibaraki—1. Using English in the CALL Lab, by Nina Padden, Ibaraki University. The presenter will demonstrate ways in which the discourse of computer training tasks can be exploited as a language learning experience in the CALL classroom.—**2. Visualization of Sentence Prosody for Language Teaching,** by Markus Rude, University of Tsukuba. Rude will propose a new writing style which visualizes sentence prosody (makes intonation and stress visible). *Sunday, February 21, 1:30-5:00; Department of Communication Studies, Bldg. C, 6F, Room 606, Ibaraki University, Mito; one-day members ¥500.*

Iwate—There are no events planned for 1999. Iwate Chapter requires some help to organize. Sufficient funds are available, but volunteers are needed from the Iwate area. No prior leadership experience is needed and we encourage elementary and high school teachers, university professors, language school teachers, and corporate trainers to step forward.

Chapter funds can be used to host a book fair, invite local teachers to speak, and bring in well-known teachers from around Japan, overseas, or even an Asian Scholar from Indonesia. *If you are interested in reviving the once very dynamic Iwate JALT chapter, please contact the JALT Central Office or David McMurray; tel/fax: 0776-61-4203; <mcmurray@fpu.ac.jp>.*

Kagawa—Graphic Organizers for Active Learning, by Keith Lane, Miyazaki International College. Graphic organizers are visual aids that can help students recognize information, organize it, and express it in their own words. The presenter will introduce a number of graphic organizers, discuss their merits, and give advice about using them in classes. The participants will also have an opportunity to develop mind-maps and explain them to the group. *Sunday, February 21, 2:00-4:00; I-PAL Center; one-day members ¥1,000.*

Kanazawa—Getting the Most From the First Few Weeks of Classes and First Few Months of JALT, by David McMurray, Fukui Prefectural University, JALT Past President. Start planning for your new classes now rather than in April. At the workshop, you'll learn how to design an efficient syllabus that will continue to work throughout the course, explore effective ways to group students for teamwork, and understand organizational behavior. This workshop will offer ways to introduce yourself, to get to know your students, and to discover students' preferred learning strategies in the first few weeks of class. *Sunday, February 28; Shakai Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; free to all.*

Kitakyushu—Language Games. In this *My Share* presentation, various presenters will demonstrate language learning games for students at all learning levels. It will be followed by a social hour. *Saturday, February 13, Kitakyushu International Conference Center, Rm. 31; one-day members ¥500.*

"マイ・シェアー"様式で、様々な講演者があらゆるレベルの学生の語学学習に有効なゲームを紹介します。

Kobe—Color-Coded Language Learning Cards for All Ages, by Paul Shimizu, Futaba High School. In this workshop the presenter will introduce *Motivate'em,* color-coded language learning cards which have been designed to reinforce language ability with visual representations of concepts as well as objects. He will demonstrate the teaching of a variety of grammar points for both children and adults and also show how the cards help to eliminate mistakes. *February 28, Sunday 1:30-4:30; Kobe YMCA, 4F, LET'S (078-241-7205); one-day members ¥1,000.*

Kyoto—Multi-Media Communications, by Hillel Weintraub. This presentation is cosponsored by the CALL N-SIG. *Saturday, February 13; Doshisha High School.*

Matsuyama—Learning Japanese, Teaching English, by Jae DiBello, AET, Ehime. The presenter will talk about her four years of experience learning and studying Japanese, and the style of teaching she received. She will then compare teaching Japanese as a second language with teaching English as a second language. *Sunday, February 21, 2:30-4:30; Shinonome High School Kinenkan, 4F; one-day members 1,000, AET teachers free.*

愛媛県でAETを勤めるJae DiBello氏が自身の日本語学習とその間に受けた教授法を説明するとともに、第二言語としての日本語および英語の指導方法を比較検討します。

Nagasaki—Communicative Activities for Japanese Junior and Senior High School Students, by Hattori Takahiko, Otsuma Women's University. The main purpose of this presentation is to introduce a variety of communicative activities suitable for pair work, groups, and large classes. The activities include new ways of introducing oneself and meeting others, giving a short speech in front of a small group, and a communicative activity that can inspire learners to talk and be creative. *Sunday, February14, 1:30-4:30; Nagasaki Shimin Kaikan; one-day members ¥1,000, students ¥500.*

Nagoya—Increasing Involvement and Motivation in the EFL Classroom, by Richard Walker, Addison-Wesley Longman. Focusing on pair and small group work, this presentation will show that it is possible to motivate and teach communicatively even to large classes. Ideas will be drawn from Longman titles, including *English Firsthand Gold. Sunday, February 28, 1:30-4:00; Nagoya International Center; one-day members ¥,1300.*

Omiya—Empower Your Students, by Graham Bathgate & Allan Murphy, English Language Education Council. Enable your students by asking them what they want, then having high expectations that they will achieve everything you wish. This is a presentation with loads of ideas, techniques, handouts, and discussion time. Some fun, too, with a couple of old hands young at heart. We look forward to seeing you and having a good time. *Sunday, February 15, 2:00-5:00; Omiya Jack, 5F (048-647-0011); one-day members ¥1,000.*

Osaka—Labor Entitlements for Teachers, by Mike Flynn & Dennis Tesolat, General Union. This union advises and represents members on the right to join a union and the application of basic labor standards (paid holidays, overtime) and unemployment insurance benefits and obligations. It now represents mainly foreign workers, both teachers and staff, in the language teaching industry (Eikaiwas). It will be of interest to university and high school teachers as well. *Sunday, February 21, 2:00-4:30; Benten-cho YMCA, ORC 200, 2-Bangai 8F, Benten-cho; one-day members ¥1,000.*

大妻女子大学の服部孝彦氏が、新しい自己紹介の方法や小グループ内でのスピーチ等、ペア、グループ、大きいクラスに適した様々なスピーキング・アクティビティーを紹介します。

Shizuoka—Chaos/Complexity Theory, by Dean Williams. The presenter will discuss chaos and complexity theory, and its applications to second language acquisition. *Sunday, February 21*

Dean Williams氏がカオス理論とその第二言語学習への適用について論じます。

Tokushima—Graphic Organizers for Active Learning, by Keith Lane, Miyazaki International College. See Kagawa notice for further details. *Saturday, February 20, 2:00-4:00; Tokushima Chuokominkan; one-day members ¥1,000, students ¥500.*

West Tokyo—Symposium on Bilingualism in the Family and in Education, jointly sponsored by West Tokyo and the JALT Bilingualism NSIG. It will include presentations on both academic research on bilingualism and aspects relating to teaching language, and personal experiences in bilingualism relating to childhood, education, and family life. —**1) University Bilingual Education in Japan: Does ICU make the grade?**, by Mikio Yamaguchi Brooks—**2) A Case Study of Childhood Language Acquisition, Transfer, and Attrition,** by Hirai Seiko. Included are roundtable discussions on bilingualism in elementary, secondary, and university educational institutions in Japan, and family aspects of bilingualism—**3) Family Bilingualism Forum: A panel discussion in English,** moderated by James Pagel —**4) Fighting the Myth of Japanese Linguistic Incompetence, A Discussion in Japanese,** moderated by Nishimura Tsukimaru. Other presentations are being added. *Sunday, February 14, 11:00-5:00; Ippan Kyoiku Building (L1), Rm 105, Kitasato Daigaku (take any bus from Bus Stand No.1 at Odakyu Sagami-Ono Station). Site tel: 042-778-8052 or <jaltwt@passwordmail.com>; one-day members ¥1,000, students free.*

JALT西東京支部、バイリンガリズム部会共催による「バイリンガル教育シンポジウム」を平成11年2月14日午前11時から午後5時まで北里大学にて開催します。

Yokohama—Pronunciation: Essential for Speaking, Listening, and Learning, by Geoff Morrison, Aoyama Gakuin University. The presenter will lead a workshop on pronunciation teaching. His methodology can be used with any pair of languages; in this presentation he will give practical examples of how to teach English pronunciation to Japanese speakers. He will also talk about his current research into the ability of Japanese speakers to perceive, and learn to better perceive, the vowel sounds of English. *Sunday, February 21, 2:00-4:30; Gino Bunka Kaikan, 6F; one-day members ¥1,000.*

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Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@cu.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, February 15th is the final deadline for a May conference in Japan or a June conference overseas, especially if the conference is early in the month.

Upcoming Conferences

February 10-12, 1999—13th Pacific Asia Conference on Language, Information and Computation (PACLIC 13), in the Grand Hotel, Taipei, Taiwan, R.O.C. Though a conference for computational linguists, a number of topics are relevant to FL teachers, such as pragmatics, semantics, and discourse and dialogue analysis. For details, see the web site at <http://www.csie.ncku.edu.tw/paclic13>, or contact Chung-Hsien Wu, Dept. of Computer Science and Information Engineering, National Cheng Kung University, Tainan, Taiwan, R.O.C.; f: 886-6-2746867; <chwu@server2.iie.nmcku.edu.tw>.

February 13-15, 1999—The Parasession: Loan Word Phenomena will take place parallel with the General Session of the Twenty-Fifth Annual Meeting of the Berkeley Linguistics Society at the University of California at Berkeley, California, USA. Along with invited speakers Ellen Broselow and three others, participants will consider loan words from various theoretical, sociolinguistic and typological perspectives and in different areas such as lexical stratification, second-language acquisition, and code-switching. For more information, contact the society at <bls@socrates.berkeley.edu>.

February 24-26, 1999—21st Annual Meeting of the German Society of Linguistics. Should your mind be linguistically interested in word systems and your body be around Konstanz, Germany, drop in at the University of Konstanz where two special workshops, "Change in Prosodic Systems" and "Meaning Change—Meaning Variation" consider, inter alia, metric sources of language change, the roles of metonymy, polysemy, and the interaction of psychological, historical and linguistic facts in language development.

March 6-9, 1999—American Association for Applied Linguistics (AAAL) 1999 Annual Conference in Stamford, Connecticut, an hour from New York City. Smaller than the TESOL Conference, the AAAL conference offers rich plenaries, papers, networking, etc., in a quieter ambiance. Among the plenary speakers and invited colloquia leaders this year are Paul Meara on vocabulary acquisition, Bambi Schieffelin on literacy, Norman Segalowitz on cognitive and psycholinguistic approaches to SLA, and several specifically on L2 acquisition. Extensive information at <http://www.er.uqam.ca/nobel/r21270/index.html>. Otherwise contact Patsy M. Lightbown, Program Chair; TESL Centre, Concordia University,1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8, Canada; t: 1-514-848-2445; <lightbn@vax2.concordia.ca>.

March 9-13, 1999—TESOL '99: Avenues to Success at the New York Hilton in New York City, NY, USA. From keynote speaker David Crystal taking a Welsh perspective on the future of English through plenaries addressing an unusually broad range of topics to hundreds of papers and demonstrations plus extras like breakfast seminars and educational visits, the TESOL Annual Convention will no doubt match the standards of previous years. For full plenary abstracts or other information, go to <http://www.tesol.edu/conv/t99.html>. For further information, write to TESOL, 1600 Cameron St., Ste 300, Alexandria, VA 22314-2751, USA; t: 1-703-836-0774; f: 1-703-836-7864; <tesol@tesol.edu>.

March 26-27, 1999—Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence and Motivation. This PacSLRF (The Pacific Second Language Research Forum) seminar hosted by the Department of English, Aoyama Gakuin University, will relate the theoretical constructs of intelligence, aptitude and motivation to issues of language learning in instructional settings. Keynote speakers will summarize the latest developments and research in these constructs and describe current instrumentation for assessing individuals. Thirty-minute papers by participants will follow each keynote. See <http://www.als.aoyama.ac.jp/pacslrf/pacslrf.html>. For more information, contact Peter Robinson, Department of English, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366; t: 03-3409-8111, ext. 2379; f(w): 03-3486-8390; <peterr@cl.aoyama.ac.jp>.

March 28-April 1—IATEFL Conference 1999 at Heriot-Watt University, Edinburgh, Scotland. This 33rd international annual conference will offer plenaries, talks, workshops, panel discussions and poster sessions by international presenters as well as a large ELT Resources Exhibition and the JobShop. See the conference web site at <http://www.iatefl.org/Edinburgh-1999.htm> for more information, or contact the organization headquarters at 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-0-1227-276528; f: 44-0-1227-274415; <IATEFL@Compuserve.com>.

March 29-April 1—Poetics, Linguistics and History: Discourses of War and Conflict, a conference at the University of Potchefstroom, Potchefstroom, South Africa. In this centenary year of the Anglo-Boer War, plenary lectures, papers, workshops and posters are directed to stylistic investigation of texts in terms of their contexts, primarily but not exclusively those of South Africa. An extensive accompanying guest program is also on offer. For details, see <http://linguistlist.org/issues/9/9-1514.html> or contact Wannie Carstens, Dept. of Afrikaans and Dutch, Potchefstroom University for CHE, Potchefstroom 2520, South Africa; t: 27-(0)18-299-1485/6; f: 27 (0)18-299-1562; <afnwamc@puknet.puk.ac.za>.

April 9-11, 1999—The Symposium About Language and Society-Austin (SALSA) will hold its Seventh Annual Meeting at the University of Texas in Austin, USA. In addition to four keynote speakers, it invites abstracts on research concerning the relationship of language to culture and society. Research frameworks will be various—linguistic anthropology, sociolinguistics, speech play and poetics, ethnography of communication, political economy of language, etc. Go to <http://www.dla.utexas.edu/depts/anthro/projects/salsa/> or write to SALSA; Department of Linguistics, University of Texas at Austin, Austin, Texas 78712, USA; <SALSA@ccwf.cc.utexas.edu>.

Calls For Papers / Posters (in order of deadlines)

February 28, 1999 (for September 9-11, 1999)—**Exeter CALL'99: CALL and the Learning Community**, the eighth biennial conference to be held at the University of Exeter on CALL themes, offers a forum for experts and all interested persons to meet and discuss problems and progress in CALL in a relaxed atmosphere. Proposals for 25-minute papers are invited on any aspect of CALL, but particularly welcome are topics dealing with CALL and learning in the community, as in distance learning, student-centred learning, or other such modes and approaches. Subsequent submission of papers to the international journal Computer Assisted Language Learning is possible. The proposal form and other information are available at <http://www.ex.ac.uk/french/announcements/Exeter_CALL_99.html>. Send proposals to Wendy Oldfield, CALL'99 Conference; Department of Russian, School of Modern Languages, The University, EXETER, EX4 4QH, UK. For further information, contact Oldfield at t/f: 44-(0)1392-264221; <W.Oldfield@ex.ac.uk> or Keith Cameron at <K.C.Cameron@ex.ac.uk>.

March 1, 1999 (for August 9-13, 1999)—**"Focus and Presupposition in Multi-Speaker Discourse,"** a workshop within the 11th European Summer School "Logic Linguistics and Information" (ESSLLI) at the University of Utrecht in The Netherlands. Papers and discussions are sought to explore the relationship between theories of focus and of presupposition and their implementation in a theory of dialogue. The main web site can be found at <http://esslli.let.uu.nl/>, or inquire of Bart Geurts; Max Planck Institute for Psycholinguistics, Postbox 310, NL-6500 AH Nijmegen, The Netherlands.

March 15, 1999 (for May 21-22)—**The Fourth Regional Symposium on Applied Linguistics,** hosted by the M.A. Program in Applied Linguistics at the University of the Americas. Participants aim to discuss, reflect on, and develop a richer knowledge of the modalities implicated in the processes of the acquisition and teaching of foreign languages as they consider this year's central theme, Socio-Cultural Issues. Presentations and workshops are welcome, ranging from classroom practices to theory. For details, contact Virginia LoCastro at <locastro@mail.pue.udlap.mx> or at Departamento de lenguas, Universidad de las Americas, 72820 Puebla, Mexico; t: 52 (22) 29-31-05; f: 52 (22) 29-31-01.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

Aichi-ken—ALTIA Corporation is seeking full-time native English instructors for ALT positions in Aichi, Gifu, Shizuoka, Okayama, and Hiroshima to begin from April 1, 1999. **Qualifications:** Minimum BA or BS degree; teaching experience and Japanese language ability preferred; current international or Japanese driving license; willing to relocate. **Duties:** Teach from 20 to 25 50-minute lessons per week; participate in curriculum development and various committee assignments. **Salary & Benefits:** One-year renewable contract; salary of 250,000-306,000 yen per month depending on number of lessons taught per week and experience; generous summer, spring and winter vacation; company car provided for travel to and from school with limited personal use; phone line and phone/fax machine provided; assistance with accommodation; visa sponsorship. **Application Materials:** Cover letter, resume, one passport-size photograph, photocopy of visa and international or Japanese driving license. **Other Requirements**: After interviewing with ALTIA, successful applicants will also interview with the Board of Education for final approval. **Contact:** Chris Oostyen, ALT Operations Supervisor; 201 Bell Village, Kamishiota 19, Midori-ku, Narumi-cho, Nagoya 466-0051; t: 052-623-8808; f: 052-623-8876.

Iwate-ken—Mizusawa School of English seeks a full-time English teacher for all ages beginning April 1, 1999. **Qualifications**: Teaching experience and spoken Japanese ability. **Duties**: 40-hour work week; maximum 28 contact hours per week. **Salary & Benefits**: Salary of 250,000 yen per month; paid vacations and holidays; teacher's apartment at 47,000 yen/month; one-year renewable contract. **Application Materials**: Letter and resume. **Deadline**: Ongoing. **Contact**: Mizusawa School of English, 1-2-3 Tainichidori, Mizusawa-shi, Iwate 023-0827; f: 0197-25-8860.

Okayama-ken—Notre Dame Seishin University in Okayama is seeking staff for both full- and part-time positions beginning in April, 1999. **Qualifications**: MA in TEFL/TESL or TEFL certification required, as well as native-speaker proficiency in English. **Duties**: Full-time position is approximately 20 hours/week and requires attendance at faculty meetings (bilingual); assistance with testing and curriculum planning. Part-time position is approximately ten hours/week. **Salary & Benefits**: Full-time position includes twice-yearly bonuses, limited research funds, furnished apartment within walking distance of the university (rent and utilities to be paid by the tenant). **Application Materials**: Cover letter and resume. **Contact**: Lyn Swierski; English Language and Literature Department, Notre Dame Seishin University, Ifukucho 2-16-9, Okayama-shi 700-8516. **Enquiries**: <bwsmanor@po.harenet.ne.jp>.

Shizuoka-ken—Greenwich School of English Japan in Hamamatsu is seeking English teachers for both full- and part-time positions. **Qualifications**: Teaching experience and teaching qualification; ability to teach British-style English. **Duties**: Teach English, attend meetings, check students' homework. **Salary & Benefits**: 250,000 yen/month before taxes; nice comfortable accommodations. **Application Materials**: CV and copy of diploma. Contact: Keiko Asano; 95-16 4F Chitose, Hamamatsu, Shizuoka 430-0934; t: 053-455-6851; f: 053-456-6610.

Shizuoka-ken—Katoh Schools and College in Numazu is seeking a full-time preschool teacher for an expanding English immersion program in a private Japanese school to begin from April,1999. **Qualifications**: Teaching certificate and two years teaching experience. **Duties**: Work with three- and four-year-old Japanese children in an immersion (total English) setting. English is not taught as a subject but is used as the medium of instruction for up to 50% of the students' school day. Students acquire English naturally as they engage in age-appropriate preschool activities. Working hours and calendar are similar to regular Japanese preschool. **Salary & Benefits**: Base salary is from 3,100,000 to 5,100,000 yen per year, depending on experience and education; moving allowance, Japanese health insurance and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials**: Resume, reference, photo, cover letter. **Deadline**: Ongoing. **Contact**: Dr. Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522;<bostwick@gol.com>.

Shizuoka-ken—Katoh Schools and College in Numazu is seeking a full-time elementary school teacher for an expanding English immersion program in a private Japanese school to begin from April,1999. **Qualifications**: Teaching certificate and five years teaching experience. **Duties**: Teach regular academic subjects through the medium of English to Japanese students in a private school. Katoh Gakuen is a private Japanese K-12 school in which the academic curriculum is taught in English; it is not a language school. Working hours and calendar are similar to regular Japanese public schools. **Salary & Benefits**: Base salary is from 3,100,000 to 5,100,000 yen per year, depending on experience and education; moving allowance, Japanese health insurance and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials**: Resume, reference, photo, cover letter. **Deadline**: Ongoing. **Contact**: Dr. Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522; <bostwick@gol.com>.

(Shizuoka-ken) Katoh Schools and College in Numazu is seeking a full-time junior high school teacher for an expanding English immersion program in a private Japanese school to begin from April,1999. **Qualifications**: Teaching certificate in one of the following subjects—math, science, social studies (geography and economics),

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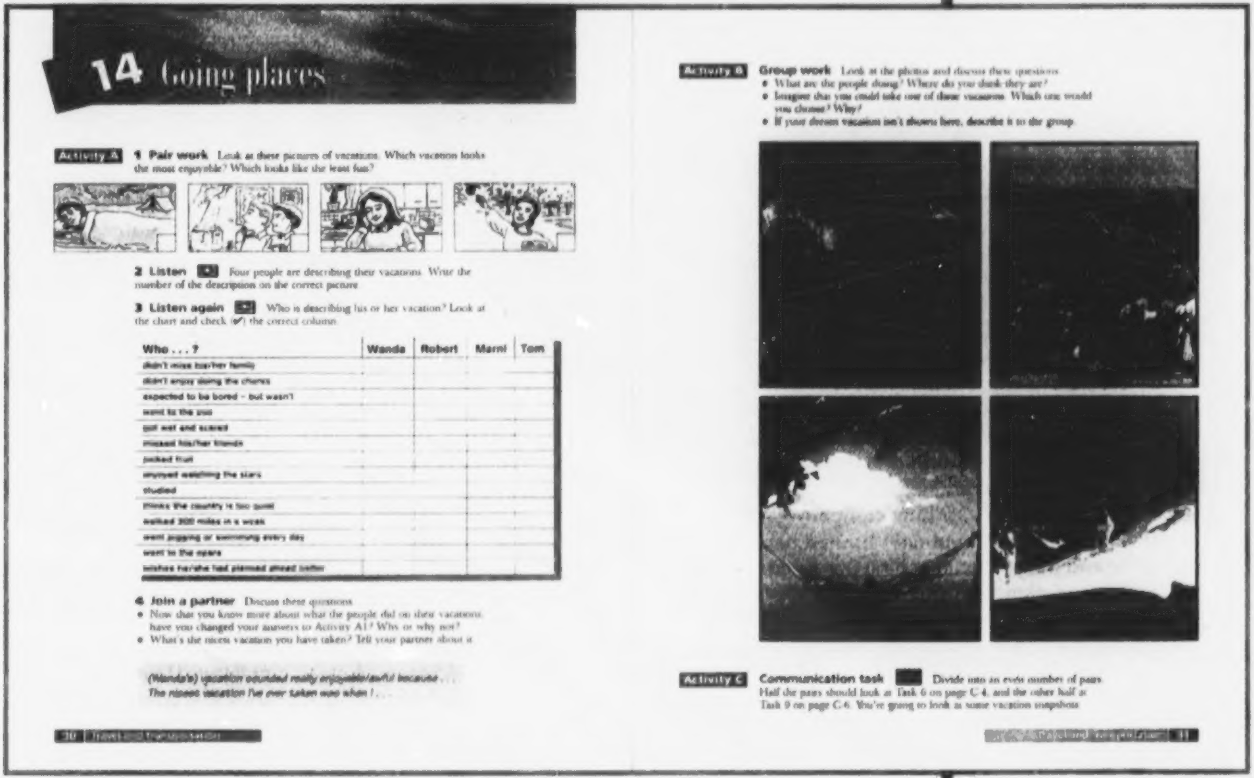


14 Going places

Activity A **1 Pair work** Look at these pictures of vacations. Which vacation looks the most enjoyable? Which looks like the least fun?

2 Listen Four people are describing their vacations. Write the number of the description on the correct picture.

3 Listen again Who is describing his or her vacation? Look at the chart and check (✔) the correct column.

Who . . . ?	Wanda	Robert	Marni	Tom
didn't miss his/her family				
didn't enjoy doing the chores				
expected to be bored – but wasn't				
went to the zoo				
got wet and scared				
missed his/her friends				
picked fruit				
enjoyed watching the stars				
studied				
thinks the country is too quiet				
walked 300 miles in a week				
went jogging or swimming every day				
went to the opera				
wishes he/she had planned ahead better				

4 Join a partner Discuss these questions.
- Now that you know more about what the people did on their vacations, have you changed your answers to Activity A1? Why or why not?
- What's the nicest vacation you have taken? Tell your partner about it.

(Wanda's) vacation sounded really enjoyable/awful because . . .
The nicest vacation I've ever taken was when I . . .

30 Travel and transportation

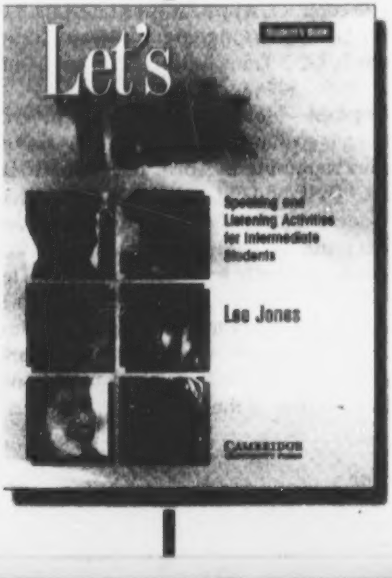
Activity B **Group work** Look at the photos and discuss these questions.
- What are the people doing? Where do you think they are?
- Imagine that you could take one of these vacations. Which one would you choose? Why?
- If your dream vacation isn't shown here, describe it to the group.

Activity C **Communication task** Divide into an even number of pairs. Half the pairs should look at Task 6 on page C4, and the other half at Task 9 on page C6. You're going to look at some vacation snapshots.

Travel and transportation 31

If you could use an American English conversation course, designed for Japanese colleges and universities, with 30 units that can each be taught in one class hour...

Let's Talk



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Tokyo 〒101-0062
Tel: 03-3295-5875 Fax: 03-3219-7182
Kansai Office: 075-411-4004

music, or art; and five years teaching experience; proficiency in computers, Internet, as well as a strong background in ESL helpful. **Duties**: Teach Japanese junior high school level children in an immersion program through the medium of English. Katoh Gakuen is not an English conversation school. Working hours and calendar are similar to regular Japanese public schools. **Salary & Benefits**: Base salary is from 3,100,000 to 5,100,000 yen per year, depending on experience and education; moving allowance, Japanese health insurance and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials**: Resume, reference, photo, cover letter. **Deadline**: Ongoing. **Contact**: Dr. Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522; <bostwick@gol.com>.

Taiwan—The Department of Applied English of Ming Chuan University in Taoyuan is urgently seeking assistant or associate professors. **Qualifications**: Doctorate in English, education, management, or communications-related field completed by August, 1998. Those with business experience will be given first consideration. **Duties**: Teach English reading, writing, speaking, and/or ESP in university and extension programs; also some administrative responsibilities. **Salary and Benefits**: Approximately NT$63,000 per month with 1.5 months salary bonus per year after first year of service; health insurance; paid winter and summer vacation, etc. Application **Materials:** Resume with photo ID, writing sample, tape recording of speaking voice, and three letters of recommendation. **Deadline**: Ongoing search (ASAP). **Contact**: Dr. Irene Shen; Chair, Department of Applied English, c/o Department of Personnel, Ming Chuan University, No. 250 Sec. 5 Chung Shan North Road, Taipei 111, Taiwan ROC; t: 886-3-350-7001 ext. 3210; f: 886-3-350-0995; <ysshen@mcu.edu.tw>.

The Web Corner

ELT News at <http://www.eltnews.com>.

JALT Online homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>.

Jobs section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>.

Sophia Applied Linguistics Circle (Japanese site) at <http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>.

Teaching English in Japan: A Guide to Getting a Job at <http://www.wizweb.com/~susan/mainpage.html>.

ESL Job Center on the Web at <http://www.pacificnet.net/~sperling/jobcenter.html>.

Ohayo Sensei at <http://www.wco.com/~ohayo/>.

NACSIS (National Center for Science Information Systems) career information at <http://nacwww.nacsis.ac.jp>.

The Digital Education Information Network Job Centre at <http://www.go-ed.com/jobs/iatefl>.

EFL in Asia at <http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>.

To list a position in The Language Teacher, *please send the following information by fax or e-mail: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Faxes should be sent to Bettina Begole at 0857-87-0858; e-mail <begole@po.harenet.ne.jp> so that it they are received before the 15th of the month, two months before publication.*

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices, in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

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Advertiser Index

IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

Cambridge University Press	40, 66
Centre for Applied Studies	42
IDC	IBC
I.T.P.	IFC
Longman	6, 60
Macmillan	4, 44, 58
Nellies'	32
Oxford University Press	OBC
Prentice-Hall Japan	20, 54
Seido	50

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT Journal*; *JALT Conference Proceedings* (annual); and *JALT Applied Materials* (a monograph series).

Meetings and Conferences — **The JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups, N-SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (forming); Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
tel: 03-3837-1630; fax: 03-3837-1631; <jalt@gol.com>

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ)、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、香川、鹿児島、金沢、神戸、京都、松山、盛岡、長野、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、静岡、諏訪、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、北九州、高知［準支部］、宮崎［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

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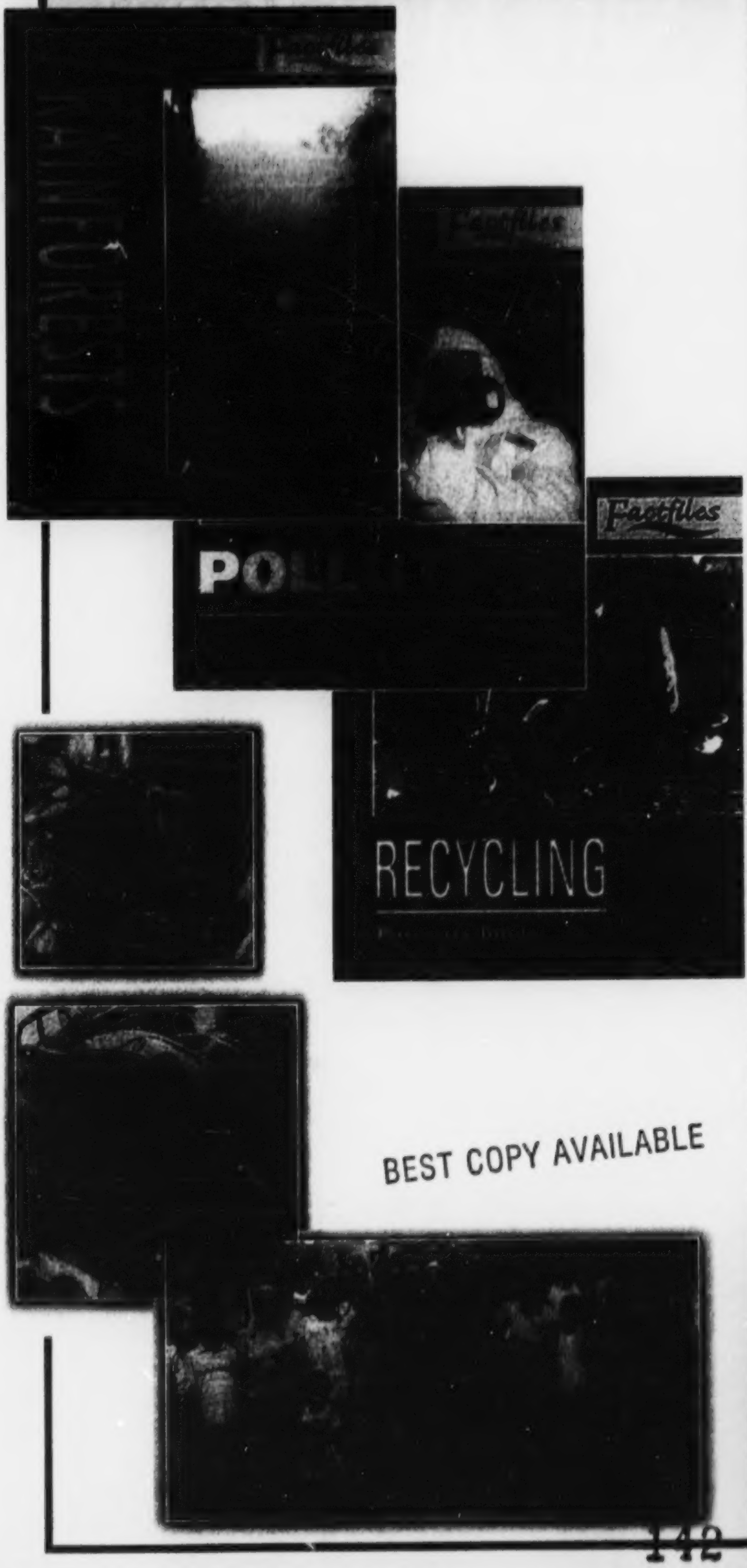

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3 Introduction

features

5 Project Work in the Japanese University Classroom
Joseph Tomei, Christopher Glick, & Mark Holst
9 Using E-Mail to Encourage Junior High School Students to Write
Roger E. Pattimore
13 A Product Development Simulation for Business Classes
Alan S. Mackenzie
15 The Influence of Illustrations on Pair-Work Interaction
Tammy Slater
21 Integrated Teaching to Foster Language Competence
Fan Xianlong
25 ストラテジーの認識がWritingに及ぼす影響
大和隆介
(How does the awareness of strategies influence the quality of writing products? *Yamato Ryusuke*)
29 Networking, Employment, and Involvement from a TESOL Perspective
Craig Sower & Wayne K. Johnson

working papers

31 The University Hiring Process

opinions & perspectives

33 Will Our Students Be Ready for the Future?
Johanne Leveille

net nuggets

34 Learning to Learn

a chapter in your life

36 Chapter Leadership Styles
36 Metro Chapter Exchange

my share

38 Tales from the Trenches: Stimulating Discussion
Christopher Glick
38 Including Reading Material in an English Conversation Class
Ian Richards
39 Shared Reading Journals
Jasna Dubravcic

memorial

46 Shigeo Imamura: Memorial to a Friend and Teacher

departments

42 Book Reviews
44 Recently Received
46 JALT News
47 Bulletin Board
47 Of National SIGnificance
48 Chapter Reports
49 Chapter Meetings
52 Conference Calendar
54 Job Information Center/Positions
34 Authors
8 Advertiser Index

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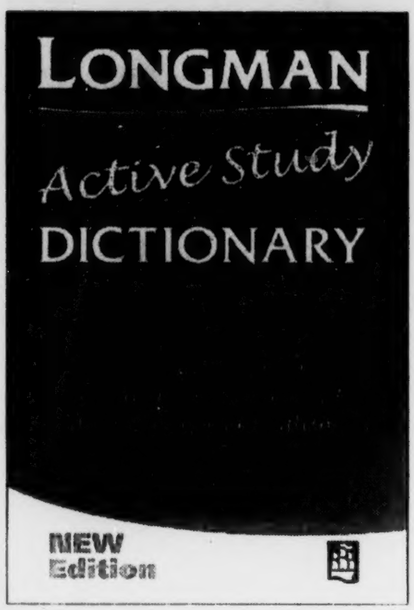

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学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

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JALT による催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

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Introduction

The Future of JALT Publications – At the time of writing, in late January 1999, JALT Executive Board discussions regarding the 1999-2000 budget are underway. Publications, as one of the most visible products of our organization, are currently under close scrutiny by the JALT budget and policy makers. Japan's economic hardships took their toll on *The Language Teacher* last year, resulting in reduced advertisement revenue. JALT budget allocations for publications also shrunk. We have compensated by trimming the size of *TLT* . Without compromising the quality of the content, we have made cuts to all parts of the magazine. We continue to flourish, and the creative thinking of our staff to keep *TLT* looking good has been admirable. However, if the current trend continues, *TLT* will have to make some choices. We certainly endeavour to maintain our position as a monthly periodical, but without the support and belief that JALT publications are important, our status will undoubtedly be altered.

The lead article in this issue, by **Joseph Tomei**, **Christopher Glick**, and **Mark Holst**, presents information about projects and their suitability to EFL classes and describes a survey project that the authors have used with great success. **Roger Pattimore** describes an e-mail writing course which he piloted with third-year junior high school students.

This month's selection of practical articles for classroom use continues with **Alan Mackenzie**'s article which describes a product development simulation he has used with intermediate business English classes, in which groups of students designed a product and presented a boardroom proposal for its adoption. Next, **Tammy Slater** discusses the usefulness of illustrations in pair-work tasks in language classrooms and shows, through transcriptions of student discourse, how illustrations can influence the language which learners use to complete various pair-work tasks.

Fan Xianlong reports a successful program he has developed for use with graduate students in China which integrates the development of receptive and productive English language skills to facilitate overall competence.

Our Japanese language article this month, by **Yamato Ryusuke**, reports on a study of intermediate Japanese EFL learners' metacognitive writing strategies and the relationship between metacognition and quality of written work.

In an interview with **Kirstin Schwartz,** Career Services Coordinator for TESOL, **Craig Sower** and **Wayne K. Johnson** report on recent employment trends around the world. In the *Opinions and Perspectives* section, **Johanne Leveille** poses the question, *Will our students be ready for the future?* and offers some suggestions on how educators in Japan can help.

Laura McGregor

JALT出版物の将来 －この原稿を書いている1999年１月現在、JALTの執行委員会では、1999年度から2000年にかけての予算案について議論を進めています。我々の組織の中で最も顕在的な産物の一つである出版物は、現在JALTの予算、方針編成者の検討の対象となっています。現在の日本の不況により、昨年The Language Teacherも影響を受け、広告収入の減少という結果を招きました。JALTの出版物に対する予算配分も削減されました。私たちはTLTのサイズを縮小することで、この削減に対応いたしました。記事の内容の質を落とすことなく、この雑誌の全てのパートの削減を行うことができました。私たちは常に軒昂でありつづけます。同時に、TLTが質の高い雑誌で有り続けるための編集スタッフの創造的な思考を誇りに感じます。しかしながら、現状が続けば、TLTも何らかの選択をしなければなりません。私たちはTLTが月刊誌としての地位を保てるように努力を続けています。しかし、JALTの出版物は重要である、という支えと信念がなければ、その地位もきっと変更を余儀なくされるでしょう。

Joseph Tomei、Christopher Glick、Mark Holstによる今月号の最初の記事では、プロジェクトワークとプロジェクトがEFLの授業にいかに適しているかについての情報を提示し、彼らが多大な成功を収めている調査プロジェクトを記述しています。Roger Pattimoreは、中学3年の学習者を対象として実施したe-mailを用いた作文コースについて述べています。Alan Mackenzieの教室実践の記事では、中級ビジネス英語クラスで利用した製品を計画し、その採用の成否をかけてプレゼンテーションを行うという製品開発シュミレーションを紹介しています。それに続く、Tammy Slaterの記事では、教室内でのペアワーク課題に非常に有用なイラストを紹介し、学習者の議論の文字化資料を通して、学習者がペアワーク課題を達成するためにイラストが使用する言語にいかに影響するかを示しています。

Fan Xianlongは、中国の大学に在籍する学習者に向けて開発した、総合的な言語運用能力を伸ばすために英語の受容及び産出能力を向上させる効率的なプログラムについて報告しています。

今月号の日本語の記事では、大和隆介が日本の中級EFLの学習者のメタ認知作文ストラテジーの研究について、メタ認知と文章の質の関連性を報告しています。

Craig SowerとWayne K. Johnsonが、TESOLのキャリア・サービス・コーディネーターであるKirstin Schwartzに行ったインタビューでは、世界の雇用状況について報告されています。Opinions and Perspectivesコラムでは、Johanne Leveilleが「我々の学習者は将来に向けての準備ができているのか」という質問を投げかけ、日本における教育者がどのように彼らを支えることができるかについてのいくつかの助言を提示しています。

編集者　ローラ・マクレガー（抄訳　衣川隆生）

The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

Note: TLT *follows the recommendation of the* Japan style sheet *that Japanese names be given in traditional order, surname first. This convention is occasionally reversed, at the author's request. For more information, see* Japan style sheet: The SWET guide for writers, editors, and translators *(pp. 33-36). Berkeley, CA: Stone Bridge Press. ISBN 1-880656-30-2.*

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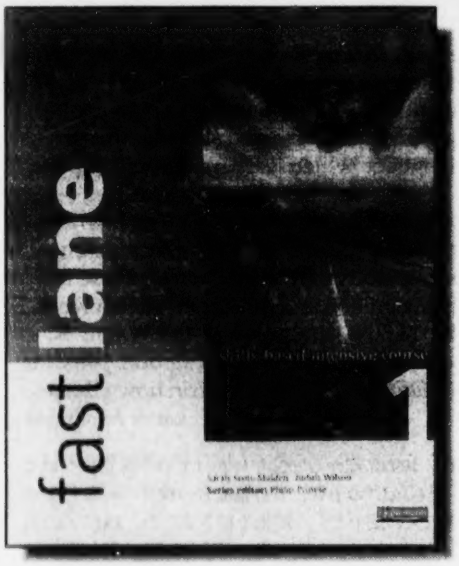

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intro
fast lane
2
fast lane
3
fast lane
4
fast lane
5

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Project Work in the Japanese University Classroom

Joseph Tomei
Kumamoto Gakuen University

Christopher Glick and Mark Holst
Hokkaido University

While the general unit for a teaching plan is the single class period, we have found that multi-period lessons bring many benefits: increased student motivation, visible student progress, and simplified lesson planning for teachers. Because university classes usually meet only once a week, multi-period lessons recycle skills and information. In this paper, we will present group projects as an example of multi-period work. First, we will give background information on projects and their applicability to the EFL classroom. Second, we will outline a survey project that we have used successfully in our freshman English classes at a national university in Japan. We will also suggest other project ideas we have used in a range of classes.

Using Project Work in the EFL Classroom

The English language classroom is a unique type of classroom, insofar as an English lesson is imaginable on almost any topic. However, it is important to match the content of the class material, known as *carrier content*, to the interests of the students (Cook, 1983; Littlejohn & Windeatt, 1989). Critics of content-based language teaching approaches argue if teachers provide only content without analytical, grammar-based activities, students cannot make sufficient progress in the target language (Cook; Littlejohn & Windeatt). For the purposes of this paper, we will assume that the question is not choosing content over language practice, but rather balancing the two.

One of the challenges of the communicative classroom is to determine students' range of interests as an aid to choosing appropriate materials. The assumption that language learners will show better achievement when they are working with material that they consider to be valuable has only recently been systematically researched (Dörnyei, 1994; Gardner & Tremblay, 1995). This research strongly indicates the obvious assumption, that students do better when they are studying something they are interested in. Thus, students also have a role to play in the learning process: "The learner must take at least some of the initiatives that give shape and direction to the learning process" (Little and Dam, 1998, p. 7).

Fried-Booth (1986) has presented project work for the ESL classroom. There is a fundamental difference between the ESL classroom, where a multi-ethnic group in London, for example, studies English for use in the wider community, and the typical Japanese EFL classroom, where students generally do not use English outside the classroom. Famularo (1996) introduced the group project as a focus for student-generated materials in which students provide the bulk of the content and the teacher helps students determine the best way to express their ideas. We take Famularo's idea further by addressing student evaluation and the problems of how to provide attainable goals for students and a replicable structure for teachers. In the next part of this paper, we present our group project assignment for use in Japan.

The Group Survey Project

We have used the survey project successfully in a range of classes in which student groups interview other members of the class and develop 7-10 minute presentations incorporating their findings. (See Strong, 1996 for a similar idea designed as a single class lesson.) The groups need four or five weeks to complete the project, and most of the work can be done in class apart from the week before the poster presentations. In all but the presentation stage, activities directly related to the project take up no more than 45 minutes of a typical 90-minute class.

To prepare students for working in small groups, we begin the term with activities which require students to express their opinions. After four to five weeks, we introduce the survey project by presenting an explanation and a general schedule (Table 1 shows an abbreviated sample). Informing students that they are working towards a specific goal helps them understand the steps along the way.

We recommend using the last half of a 90-minute class for work on the project and reserving the first part for more structured, grammar-based activities. Project work then provides meaningful follow-up language practice and application.

In our experience, four to five classes is the optimum amount of time for a single project. If longer, students

日本の大学における語学の授業でプロジェクトワークを実行するための指導法について述べる。まず、授業でプロジェクトワークを採用する教育理由を論じる。そして、現在我々が実施しているプロジェクトワークについて詳細を記述する。

become bored with the topic; if shorter, students don't have enough time to envision the final goal. We schedule two projects in a 15-week term, which has the advantage of letting students see their improved performance over time.

Lesson one: Getting into groups and choosing a topic (30 minutes)

Students form work groups of three to five for the project. They are told that the group receives a grade, so if a student is absent, the group is responsible for informing them of what to do. They receive a schedule (Table 1) explaining the aim of the project and how it is going to be carried out.

Table 1: Project schedule

For your first project, you will be doing a English survey （アンケート） of your fellow students on a topic about student life. After you finish the survey, you will then make a presentation about your findings.

5 Oct This week, you will make groups and choose what topic you want to survey and begin to think of some questions you might ask.

12 Oct This week, you will first do a practice survey. Then you make the questionnaire as well as an answer sheet to record the answers for your survey.

19 Oct This week, you should have your questions finished and checked and be ready to survey the other students in class. Any students you don't survey in class, you will need to find them outside of class.

26 Oct This week, you will organize your data and make a poster showing your findings.

2 Nov This week, your group will present its findings to the class, using the poster.

A few points should be noted about Table 1. Leaving the dates blank and having the students fill them in allows you to work through the schedule with the students, and to use it with multiple classes that meet on different days. It also permits you to emphasize to the students that there are strict deadlines for each class. Groups who do not finish on time should complete the work outside of class and bring it to you before the next class. Students quickly realize that they are responsible for their work and that completing the assignment during class is the most efficient way of working. Other points you can add to the schedule include space for exchanging phone numbers and/or e-mail addresses, jobs (such as group leader, secretary, materials keeper and gofer), or a checklist of things to do.

Next, students choose their topics. The teacher should give them as much direction as possible to ensure that the topic is focused and will yield fruitful results. Instead of "sports," for example, which is too broad, better topic choices on the theme of sports include a particular sport, sports clubs on campus, reasons why people do sports, high school sports, or opinions of sports figures.

This time also allows the teacher to get a feel for which groups are self-starters and which may need more assistance. Once the teacher has approved the topic, groups use the rest of the time to decide on preliminary questions. A student worksheet to individually write down questions can provide structure as can a homework assignment to think of five questions on the topic.

Lesson two: Questionnaire and answer sheet

In the next class, a sample questionnaire is distributed to show students how to focus their questions and make them more schematic (Appendix A). It shows examples of the three question types, binary, multiple choice, and open-ended. This progression is important: Binary questions divide the respondents into general groups, and multiple choice and open-ended questions elicit detailed and personal information. When students have not been given adequate directions in making their questionnaires, they come up with a series of unconnected, poorly developed questions. Weak questions become quite apparent when the group delivers its findings to the rest of the class, but by then it is too late to do anything about it. For lower level classes, therefore, a standardized questionnaire format is helpful (see Appendix B for an example). More advanced students can be assigned a minimum number of each type of question or instructed to add questions to the standard questionnaire.

Groups should make copies of the completed questionnaire for each of their members and answer grids to take down the responses. Students who do not finish in class should do so for homework.

Lesson three: The survey (45 minutes)

Once each group has questions and answer sheets ready, students can begin interviewing each other. In a class of thirty-two students organized into groups of four, each person interviews seven people. We have also required more advanced classes to survey students from outside the class. While some people may find it difficult to believe that students would do this activity outside of class in English, students quickly realize that doing it in Japanese and translating it into English takes twice as long as doing it in English. In order to avoid wasting time, we give each group a class list that can then be divided into three parts. Each student is responsible for finding his or her own interviewees. Forty-five minutes is enough time to complete the surveys, with slower groups finishing outside of class.

Lesson four: Collating and analyzing the data (30-45 minutes)

The groups collate the information they have collected. The open-ended questions will give students the most trouble, since every respondent will potentially give a different answer. The best approach is to group the answers under general headings and pull out a few examples to show some of the main trends. Students also need to think about the design of their poster. As we ask the students to give their presentations with few or no notes, the poster becomes an essential prop which the group can refer to during the presentation, giving visual support while they are speaking and making the talk clearer and more interesting. As you assign projects from year to year, you can develop a bank of examples from previous classes.

The students must also decide how they will organize their presentations. Each member of the group is expected to play a full part in the presentation; one person cannot do all the speaking.

The teacher should provide large sheets of paper for the posters as well as pencils, crayons, and markers. While some of the work can be done during class, the posters will probably have to be completed outside class, and a deadline before the presentation may be necessary. The groups should plan their talks to last 10-12 minutes, including questions. One teacher asks students to make the presentations to him privately before class in order to give feedback and advice. Class time can be spent on how to make the presentations as communicative as possible, concentrating on speaking style, body language, use of notes, and linking the parts of the talk together, with stress on communicating effectively and encouraging as much interaction as possible. Listeners are encouraged to question the speakers for clarification and additional information.

Lesson five: Presentations (90 minutes)

The pitfall of most presentation projects is that groups present one at a time to the entire class. This is not only time consuming, but is also devoid of interaction between presenters and observers. To avoid this, we have used a modified poster session for presentations, which has increased student participation and given students multiple opportunities to present their material.

Four of the groups set up their posters in corners of the classroom. The students of the other groups make up the audience, and they are instructed to spread out in equal numbers to listen to the presentations. When the 10-minute presentation time is over, the audience rotates to the next presentation. Therefore, groups make their presentations four times, each time to a different audience. After the fourth time, the audience and presenters change roles. The teacher has ample time to observe and evaluate all presentations.

The benefits of this presentation style are as follows: First, speakers have four chances to perfect their speaking skills and their timing but don't have time to read from prepared scripts. Second, groups are more at ease and enjoy addressing a small group rather than the whole class. Third, the presentation becomes a much more communicative exercise.

Evaluation

The audience uses a grading sheet (Appendix C) to make comments on the four presentations they attend. It has letter or numerical grades for different aspects of the presentation (body language, volume, poster) and a space for additional comments that students complete as they watch the presentation. Since the student evaluations are included in the project grade, groups realize that they must make a serious presentation each time. Student evaluators can appreciate the types of things that teachers look for in a presentation. The teacher can decide whether to include the preparation materials in the project grade, and whether to evaluate the group as a whole or grade students individually.

Conclusion

In this paper, we have given a general description of project work, illustrating it with a survey project. During the first five classes of a 15-week term, students become familiar with communicative presentations. Then, they complete two projects lasting five weeks each. Some of the projects we have assigned as a second project include: a new nation, a campus improvement project, a wellness center, and a new invention (see Glick, Holst, & Tomei, 1998). These projects can be tailored to specific faculties. For example, students in the fisheries faculty were assigned to make an island nation, with special attention paid to the types of fish and aqua culture. Since students used information from their other classes, the relevance of this assignment was obvious, and their motivation improved.

Project work offers many solutions to the problems faced in the university classroom, including increasing the amount of input students receive, making the content more applicable to students, and encouraging them to be creative and imaginative. Once a framework has been established, the teacher is free to act as a facilitator rather than lecture. This framework can be applied to different classes without becoming boring for the teacher because each group will produce a new and unique project. We feel that project work can become a valuable addition to your classes.

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Appendix A

Sample survey on smoking

Your first project will be a survey of the class on one topic. This sample survey gives you the minimum number of questions you need to ask.

1) **Do you smoke?**

YES NO

2) **Do you want to quit?** **Does smoking bother you?**

YES/NO YES/NO

3) **Are you sorry you started?** **Could you love someone who smokes?**

YES/NO YES/NO

4) **How much smoke a day?** **Have you ever smoked?**

a) 1-5 b) 6-9
c) 10-15 d) 16-20
e) more than a pack

a) yes, and I hated it
b) no, and I don't want to
c) yes, and I liked it
d) no, but I would like to try again

5) **Why would you stop smoking?** **Why would you start smoking?**

a) health b) save money
c) someone asks me to d) sports
e) set good example

a) girl/boyfriend does b) start living alone
c) be like my friends d) would look cool
e) I never would

6) **What is best about smoking?** **What is worst about smoking?**

a) taste b) for diet
c) meeting people d) looks cool
e) give you something to do when bored

a) bad for health b) expensive
c) bad smell d) looks bad
e) sets bad example

7)**What would you think about a pregnant woman smoking?**

8) **What should be the minimum age for smoking (give a reason)**

Personal info M/F Age? Hometown?
Favorite sport? Favorite food?
Do your parents smoke? Mother? Y/N Father Y/N

Appendix B

Survey on ____________

1) ____________?

YES NO

2) ____________? ____________?

YES/NO YES/NO

3) ____________? ____________?

YES/NO YES/NO

4) ____________? ____________?
a) a)
b) b)
c) c)
d) d)

5) ____________? ____________?
a) a)
b) b)
c) c)
d) d)

6) ____________? ____________?
a) a)
b) b)
c) c)
d) d)

7) ________________________?

(opinion)

Personal info) M/F age? ______
____________? ____________?
____________? ____________?

Appendix C

Your Name____________

Grading Sheet

Survey Topic ____________

Group members ____________ ____________
____________ ____________

1) What do you think of this group's poster?

100 90 80 70 60

Good points? Bad Points?

2) What do you think of this group's presentation?

Gestures?

100 90 80 70 60

Volume?

100 90 80 70 60

Good points? Bad Points?

4) What do you think of the questions this group asked on their survey?

100 90 80 70 60

Best question? ____________

Worst Question? ____________

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Cambridge University Press	30, 41
Council	50
I.T.P.	12
Longman	IFC, 45
Macmillan	4, 36
Minnesota University	23
Nellies'	32
Oxford University Press	OBC
Prentice-Hall Japan	20, IBC
Seido	24

Using E-Mail to Encourage Junior High School Students to Write

Roger E. Pattimore
Kasumigaura-machi Board of Education

There are few opportunities provided in the public junior high school English curriculum for creative writing. The ambitious teacher will have students write a letter or two or perhaps a composition about future aspirations, but in my experience, teachers rarely deviate from the grammar focus implicit in textbooks at this level. Reasons include the perceptions that writing activities are too difficult, that they are irrelevant to high school entrance exams, and that they are time-consuming to read and grade.

Writing skills can only be developed through practical experience, and none of the dozens of hours spent on grammar will help improve creative writing skills. I believe students should start writing in junior high school, and in this article, I would like to report on my experience with students using e-mail for international exchange.

Background

I am a private Assistant English Teacher (AET) in a small town north of Tokyo. Another AET colleague and I alternate monthly between two junior high schools so that each school almost always has an AET present.

Following recent Japanese Ministry of Education initiatives in 1997, both schools introduced half-year elective classes in core subjects including English. These ran from April to September and October to February. The criteria for these electives were that the students should have a choice of interesting activities related to the core subject matter and that they should work independently.

At one of the schools the AETs were placed in charge of the English elective class. We tried a pen pal exchange with our first group of students. Two problems with this activity arose: First, students had to wait several weeks for the assignment of a pen pal through a Japanese pen pal organization, and second, delays between sending and receiving replies by mail were long. Students practiced typing in the computer laboratory during the interim, but with such slow feedback, motivation was low. When they were finally assigned a pen pal, the students were barely able to send and receive a reply letter in the remaining time left in the term, and most managed to write only one letter by June.

Over the summer, both junior high schools had one staff computer hooked up to the World Wide Web. I had recently taken a CALL course, and I immediately saw the possibility of replacing the pen pal option with e-mail exchanges. Twelve third-year students signed up for the e-mail program in the second term.

Choosing Hardware and Software

Personal computers, Internet, and e-mail are still relatively unfamiliar to teachers in Japan and the prospect of mounting such a program may be daunting. However, once convinced of the potential benefits of e-mail exchanges, anyone can master the computer basics and mount a similar program in either their English classes or English club.

Ideally, the teacher starting such a program will have a fully-equipped computer lab with up-to-date word processing software. A direct connection to the Internet available to the students is also desirable. Our school did not meet these criteria. First, our Internet connection was only through one staff computer, which was not in the computer lab but in the staff room. Second, we could not install Windows 95 on the student computers, which would have provided them with a choice of complete English word-processing programs. Instead, we had to settle for an old version of the *Ichitaro* word processing program available on floppy disk in the computer laboratory. *Ichitaro* was designed for Japanese word processing applications but can produce English text. Luxuries such as a spell checker or sentence wrap were not available. Further, students had to start up from scratch in a DOS system, which made functions such as "saving" and "quitting" fairly complex.

中学３年生は簡単な英作文をすることが出来なければならない。しかし、教師は通常のカリキュラムでは作文指導をする時間がほとんどなく、その上、指導法はしばしば画一的であり、生徒の学習動機を高めることができていない。最近のインターネットと電子メールの普及により、教師は、生徒にとって興味深い作文タスクを提供できるようになった。本論文では、2人のAET(Assistant English Teacher)による電子メールを使った国際交流の実践について述べる。12名の中学3年生が同年代の北米の生徒と英語で文通した。コンピュータのハードやソフトの選択、目的の設定、文通相手の見つけ方、どのように手紙を書かせるのかなど、これから同様のプログラムを開始する教師にとって有益な情報とアドバイスを述べる。

A third problem arose with printing. We thought it important that the students print their own letters and receive printed copies of letters from their e-mail correspondents. To this end, we prepared file folders for them to keep all this material and their typing exercises together. Unfortunately, we found the laboratory printers unreliable and quickly abandoned them. Students saved their letters on disk and the teachers did all printing using more sophisticated staff computers.

In effect, we had very few choices available to us. However, I mention these problems not to discourage other teachers but to show that, even with minimal hardware and software, an e-mail exchange program is still possible.

Setting Objectives

Before the first class, I set the following objectives which addressed both computer competency skills and letter writing skills:

1. The students will learn how to type in English (20 words per minute).
2. With the teacher, the students will set up an e-mail account on the school's staff computer.
3. The student will send an e-mail letter of introduction to one or more partners in a group of overseas students selected by the teachers.
4. The student will send at least two more e-mails to the same person or another person in a foreign country.

The class met once a week for 50 minutes. Since students were unfamiliar with English keyboarding and the operation of computers in general, I set aside two months to introduce and have the students practice basic functions. Not having access to a commercial typing tutorial program, I adapted an old typewriter manual (Levine, 1980) and made my own exercises. We also taught basic word-processing skills, such as how to start up and exit the program, how to get the program into English typing mode, and how to save documents.

Finding E-mail Partners

During the typing phase of the course I asked the students with whom they would like to correspond. All wanted partners in North America, in particular the United States. Warschauer's *E-mail for Language Teaching* (1995) lists some good keypal sites. I contacted Intercultural E-mail Classroom Connections (IECC), an organization which maintains lists of teachers looking for e-mail partners. To subscribe, type the word *subscribe* in the body of a message to <iecc-request@stolaf.edu>. Do not to write anything else in the message box, such as your e-mail signature. You will receive a detailed reply explaining what to do after that. Using the list was easy and we were able to find many groups or classes interested in corresponding with our own students. In fact, Japanese correspondents were quite in demand and I had to reject several requests for keypals.

Not getting replies was a potential problem which we solved by making sure that our students responded to their keypals. Not all of our U.S. colleagues, however, did the same. In one case, a teacher, responding to our posting on IECC, asked us to provide e-mail partners. I sent our students' introductory letters, but not one of his students wrote back. In the end, we worked with three classes of American students in Florida, Ohio, and Texas who were 14-16 years old, about the same ages as our students.

We had the most success with teachers with whom we made personal contact . With two teachers, we exchanged several e-mails to find out specifically what they were doing and what they wanted. We also exchanged our own personal information and anecdotes. It was these teachers who were most conscientious and we received the most replies from their students. We also paired the students up with more than one partner. Each of our students had at least three people to write to. In all cases, at least one of their partners wrote back.

Getting the Students Writing

We did not expect the students to compose letters from scratch or even write more than two or three original sentences per class. We used outlines in which parts of the letter were already written (see Appendix A). In the free-writing parts of their letters, we suggested themes and included guide questions. In their first letter, students introduced themselves. When I received the reply letters from overseas, I read them and attached a list of questions students would have to answer in their next letters. In their second letter, students responded to questions and wrote about their daily schedule. The third letter was a simple reply, and the topic for the fourth was about future plans or dreams. We encouraged our students to ask specific questions and suggested some in our outlines.

Discussion

Although we did not have any system for measuring typing speed, most fell far short of the 20 words-per-minute goal. In the future, a lower speed objective would be more realistic and timed typing tests would be helpful.

We were not able to have students set up their own e-mail accounts by themselves as they would have needed one-to-one instruction, which was not practical within the time constraints of the course. Instead, towards the end of the course, I divided the students into two groups and demonstrated some of the main features of the Internet and e-mail on the staff room computer.

All students met the objectives for letter writing. At the end of the course, each student had a file folder which included their typing exercises and copies of letters they sent and received. See Appendix B for sample letters. Possible topics for future letters include finding out about the foreign culture's customs, national holidays, food, or famous places.

Conclusions

Overall, students had very little prior experience writing, but e-mail exchanges were an exciting and motivating way to start. The following conclusions apply to our program:

1. Students gained typing experience and familiarity with keyboard and computer procedures.
2. Students thought about and wrote their own original sentences, and wrote at least three letters during the course.
3. Since they were motivated to understand their e-mail replies, students gained meaningful reading practice.
4. Since students had many questions about the letters that they received, there was more AET-student contact than in regular team-taught classes.
5. Students were surprised and encouraged by the fact that their English-speaking correspondents made grammatical and spelling mistakes, too.
6. Students developed social awareness through this project. One fifteen year-old correspondent from Ohio talked about the problems of going to school and raising his young son!

I encourage others to use e-mail for international exchanges. Our attempt was hindered mainly by the inadequate software and hardware and occasionally by our lack of technical knowledge, but overall I was encouraged by the results: In addition to improving their writing skills and gain valuable typing and computer-related experience, students also enjoyed themselves. Corresponding with overseas native speakers provided them with a brief but interesting glimpse of the world beyond Japan.

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Appendix A

Sample letter outline

February 4, 1998

Dear ____________________,

Thanks for your e-mail. [Answer questions in the e-mail letter.]

I'll tell you about a day in my life. [What time do you get up?] [What do you usually have for breakfast?] [What time do you go to school?] [How do you go to school?] [How long does it take?]

[Do you go to club now?] [If no, why not?]

[What time do you go home?] [What do you do before dinner?] [What time do you have dinner?] [What do you have for dinner?] [What do you do after dinner?]

What's your day like?

Sincerely,

____

[Save your letter.]

Appendix B

Three sample letters

February 4,1998

Dear:Lucy Lewis

Hello. How are you. I'll tell about a day in my life.

I get up at 6:00. I walk to school because I am on a diet. It takes 35 minutes.

I study English, Japanese, Math, Social Studies, Science, Art and PE., Homemaking, Woodworking and Music, parpieculary Music and English.

Do you go to club now ? I belonged to a Braas band. I don't go now because I'm studying for the high school entrance exam.

Please e_mail soon. What's your day like?

Sincerely,
Tomomi Miyamoto.

Dear Tina,

Thanks for you e-mail.

I'll tell you about a day in my life. I get up at 6:30. I usually eat rice, soup and coffee. I go to school at 7:50 by bicycle. It takes 25 minutes. Japanese, Math, Science, Social Studies, English, PE, Music, Art and Homemaking.

I belonged to the tennis club.

What's your day like? It a short letter, sorry.

Sincerely,
Yuko

Dear Justion

Thanks for you e-mail. We have heard a lot about President Clinton. We see a lot of famous American movies. A famous Japanese baseball player, Nomo, went there.

I'll tell you about a day in my life. I get up at 6:30. I usually have rice, fish, and green tea. I go to school at 7:20 by bike. It takes 20 minutes. English, Japanese, Math, Science, Social Studies, PE, Woodworking, Art, Music, Homemaking. I go home at 4:30. I watch TV before dinnnner. I have dinner at 7:00. I usually have rice and various food. I study homework after dinner. What's your day like?

Good-bye for now.
Hiroko Sugaya.

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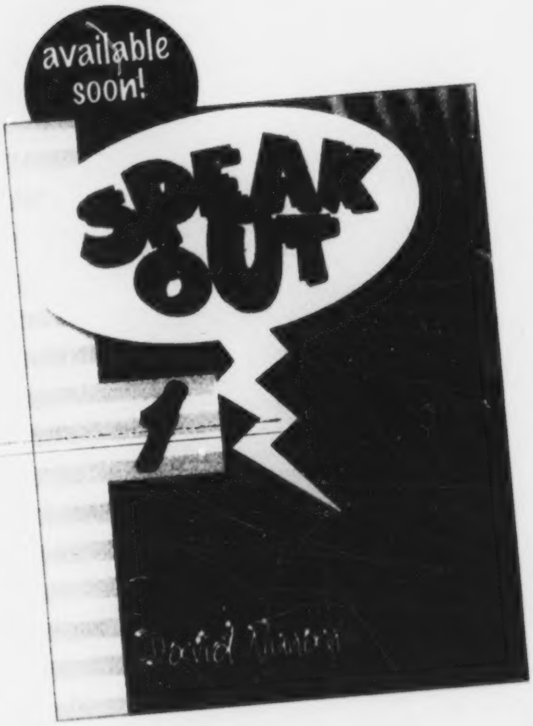
Speak Out

by David Nunan



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A Product Development Simulation for Business Classes

Alan S. Mackenzie
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EFL business texts are often product focused. They are organized as isolated units with individual unit goals and little review. Courses culminate in a test which attempts to discover how well students have learned these discrete language points. Because the process of working through misunderstandings, the tension, and the backtracking found in real life business situations are often engineered out of classroom activities, students rarely have the opportunity to produce language in conditions under which it is really used. This kind of instruction fails to prepare students for real-life business communication. One solution is through simulations in which students use language for a specific, realistic purpose, and produce concrete results.

The Simulation

My 10-week intermediate intensive business class, consisting of five men and six women from different companies, met four times a week for two hours each time. Thirty minutes of every second lesson were set aside for students to hold simulation product development meetings. These meetings had a rotating secretary who took minutes and read minutes from the previous meeting, and a rotating chair who directed the meeting based on the agenda drawn up at the previous meeting.

Procedure

Product development

We began by discussing the aims of the simulation and deciding on the product that would be the focus for the simulation. The simulation frame was as follows: Students were company employees whose task was to develop a new product to be launched for the Christmas campaign. They would work in groups to design a product that appealed to a specific market and present their proposals to a board meeting (the class) at the end of the term. During the presentations, participants would give each other feedback and vote to select which product the company should adopt. Each group would submit a final written report to the president (the teacher).

Next, students divided into product development groups of three or four, and a chair and a secretary were assigned for the first meeting. The guidelines for the meetings were as follows: Each meeting began by reading and confirming the minutes of the previous meeting. An agenda, drawn up by the chair, was distributed to the group. The chair called the meeting to order and followed the agenda for the meeting. The secretary took minutes. At the end of each meeting, a draft agenda was drawn up for the next meeting.

The following list of questions was given to each group at the first meeting:

1. What will the product do?
2. How is it different from other products on the market?
3. What market is the product for?
    - age groups?
    - gender?
    - professions?
    - family role?
    - interests?
4. What will the product look like?
    - shape?
    - color?
    - texture?
    - packaging?
    - high-tech/low-tech?

Optional areas which could be used in the project or as a follow-up class activity include cost factors and marketing information:

5. What are the raw materials? How much will they cost?
6. What is the likely cost of manufacturing?
7. What is the projected marketing budget?
8. What are expected profit margins?
9. When will the product be marketed? Where? How?
10. What are the projected future sales?

The purpose of this simulation was to let students make decisions like those they would make in the real world. Therefore, they were encouraged to use their own approach to the development process. Some set very concrete goals for each meeting, defined the purpose very clearly, and set stringent deadlines. Others had a more flexible approach so they could deal with difficulties as they came up.

During each meeting, students became very involved in their discussions. There was a great deal of language

ビジネス英語の授業でシミュレーションを実施するための論理的根拠と指導法について述べる。ここでは、生徒に「製品を開発する」という課題を与えた。このようなシミュレーションを行うことで、ビジネス英語の授業が一貫性とオーセンティシティ（本物らしさ）を持ち、彼らの学習の目的意識が高まった。さらに、生徒は批判的に課題に取り組み、お互いの意見の相違を調整し、与えられた課題を解決するという過程を通してより多くの英語を使用することができた。このシミュレーションに参加した生徒の感想を記述し、今後の展望を論じる。

production and a great deal of negotiation of meaning. Very little Japanese was spoken and the chairs took the role of language monitor as well as discussion director. Note-taking and working from an agenda helped keep students on track and goal-oriented.

The teacher's role

I let them run by themselves, giving help when it was asked for or appeared necessary. I also monitored groups to ensure that all students were using English as much as possible.

This was a good opportunity to see what students could really do in a communicative situation and spot problems that might not be noticed in more controlled activities: students who dominate groups, who do not volunteer information, who use inappropriate language, or who lack the necessary language to complete a communicative function. As a result of observing my own class, I decided to teach additional lessons on volunteering ideas, clarification, and voicing agreement and disagreement (total and partial), and had private consultations with a student who had little confidence in the value of her ideas and felt she could not speak out in her group.

Presentations

For the final board meeting, I took the roles of chair and secretary. Students were told in advance that each person in the group must speak and that the presentations should include all the information in their outlines as well as anything else they thought was important.

Preparation for the final presentation took two class periods. Some groups finished their work during class, while others used time outside class. Not surprisingly, the group which had the most flexible approach to goal setting and deadlines commented that their presentation was "an improvisation," as they had spent too much time on product development. By contrast, the group which followed a strict plan and set the most concrete goals, kept the most rigorous minutes, and set the most detailed agendas were the best prepared and eventually won the vote!

This class chose toys as their products and generated a widely varying selection, from an English role-playing computer game that taught about life and English at the same time, to a modern version of a traditional wooden toy with a twist. The inventiveness and clarity of thought behind the products were quite impressive. Everything was justified and clearly presented and each group presentation was accompanied by visual aids, some of which were very detailed. Finally, under instructions not to vote for their own product, the majority chose the luxury baby bricks. These were in the shape of interlocking adult and baby animals which came with their own wooden carrying case/trailer and would retail for ¥10,000-¥18,000. The group explained that these would be a natural product which would help babies' emotional growth, have educational aspects, be harmless, have good quality, and last a long time. Further, because of the declining birthrate, parents would be more likely to treat children to such luxury products.

Discussion and Recommendations

At the end of the simulation, students completed an open evaluation questionnaire in English. The main problems identified were difficulties in communication and organization. Most students mentioned understanding each other's ideas as being difficult. This was seen by some as wasting time, and usually resulted from a mismatch of vocabulary, unusual phrasing, or when students spoke too quickly to be understood.

Some seemed to value the process of negotiating meaning less than I did as a teacher. These students seemed to see the result of the meeting or the final presentation as more important than the process taken to get to it. Although many realized that overcoming communication difficulties was one of the main purposes of the simulation, clarifying the importance of *process* at the outset would have helped everyone see value that the communication challenges posed.

Difficulties in communication were often taken personally: One student noted that the project "caused a lot of frustration on our human relationship," when group members misunderstood each other and interpreted meeting decisions differently. However these situations also afforded an opportunity for communicative repair. Often the third person in the group would help out by acting like a counselor. One student noted that it was easier to discuss in a three-person group than in a two-person group, an important task design consideration.

Time management was also a major student concern. Many complained that they were wasting time. Some suggested that the meeting time was too short while others acknowledged that time management was the students' problem. One student noted that her group's lack of attention to detail made the project difficult to complete and present to others. In other words, they had not used the given time effectively enough. Perhaps emphasizing at an early stage the importance of time management would help to alleviate some of these difficulties. Taking time during regular class to discuss how time was spent in the meeting and how it could be better spent in the future might also benefit students.

One student suggested that the teacher relieve some of the burden on students by helping them to research existing market conditions because she felt she had no experience in the field of toys. Another student, for similar reasons, stated that the teacher should decide the theme. With enough access to information about the local market, the teacher could easily provide the information, however, it would remove a vital part of the development process from the students: research.

MACKENZIE, cont'd on p. 37.

The Influence of Illustrations on Pair-Work Interaction[1]

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Illustrations abound in English language textbooks. Open any popular coursebook and you will likely find photographs, illustrations, graphs, charts, and even cartoon illustrations. These visual aids make a text appear more user-friendly, but their usefulness as teaching tools has been an issue since S. P. Corder cautioned that we as teachers "can never take it for granted that what we present is immediately recognized" (1966, p. 50). Corder's observations regarding the use of visuals in language teaching were supported by Hammerley (1974), who claimed that pictures were not useful tools for conveying meaning. However, many educators feel that using visual aids to convey meaning when verbal channels are blocked by a lack of linguistic proficiency is an important consideration when teaching content. In such situations, multiple interpretations would cause difficulties. What happens, however, when illustrations are used in tasks which promote interaction?

This paper addresses the usefulness of illustrations in pair-work tasks in language classrooms. It examines the discourse produced by high-basic to intermediate learners of English as they engaged in information exchange tasks and worked cooperatively to solve word puzzles. Transcripts demonstrate how illustrations can influence the language which learners use to complete various pair-work tasks. The discourse further shows how tasks which appear to fall within the same task type can produce very different levels of interaction if the interpretation of the visuals in the task is an issue.

The Interpretation of Visual Materials

In the past 25 years, researchers have been investigating how individuals from various cultures interpret illustrations. Although findings suggest that the use of visuals can facilitate content learning for students who may have difficulty understanding written discourse (see, for example, Levie, 1987; Levie and Lentz, 1982), they also show that visual literacy—the ability to understand and use images to convey meaning—is learned, and that as a result, many visual aids are interpreted through the viewer's individual and cultural lens. After administering her Visual Test to 263 international students, Daniel (1986) concluded that students' background knowledge and experience at times prevented them from understanding the visuals. Hewings (1991) reported that in observing British EFL classes which used printed illustrations, it became apparent that there were differences in interpretation between teachers and students. Teachers often attributed students' inappropriate responses to difficulties with English when in fact the students were answering based on their own perceptions of the visuals. Others (Canagarajah, 1993; Modiano, Maldonado, and Villasana, 1982; Parker, 1988; and Slater, 1998) have reported similar difficulties in the interpretations of visuals.

Visual materials are also open to multiple interpretations within the same cultural group. Constable, Campbell, and Brown (1988) found, for example, that elementary school children could not always successfully interpret the illustrations in their textbooks. Lynn's 1993 findings with history visuals supported this conclusion by showing how children based their interpretations of visuals on stereotypes. Background knowledge and culture can each affect the way learners interpret visuals, so what happens when the information transfer depends on the mutual understanding of an illustration? Little has been written on the subject. According to Corder (1966), "if the artist who makes the visual material follows conventions different from those of the learner's culture, the understanding of the picture is delayed" (p. 50). Difficulties in interpretation would result in what Yule and Powers (1994) refer to as "referential problems" and higher incidences of what Brown (1991) and Berwick (1993) refer to as "repair." Learners with differing interpretations would need to spend time negotiating meaning from an illustration before the task could be successfully completed.

Tasks and the Negotiation of Meaning

The rationale for modified interaction—language which is adjusted by speakers to make a message comprehensible to listeners—stems from Krashen's Input Hypothesis (1982) which states that acquisition occurs when learners understand language which is slightly

学習者がインフォメーション・エクスチェンジ・タスクで情報をやり取りするときに使用する言葉に、絵がどのような影響を与えるかを述べる。絵の内容があいまいであれば、このタスクは異なった結果を導く。つまり、(1)その中に幾通りかの解釈が可能な絵を含んでいるときは、2人が積極的にコミュニケーションする必要のあるタスクと同じくらい口頭コミュニケーションが活発になる。(2)絵の描かれ方によっては、あまりたくさんの文法構造を必要としない場合もある。よって、教師は目的に応じて言語形式を重視した活動か、またはより自然なコミュニケーションをする活動かどちらかを選ぶ必要がある。

beyond their current level of ability, or in his terms, i+1. The purpose of pair work in language teaching ties in with Krashen's claim that "when communication is successful, when the input is understood and there is enough of it, i+1 will be provided automatically" (p. 22). In other words, as Long (1985) observed, modified interaction leads to comprehensible input, which in turn leads to greater acquisition. Pair-work tasks allow learners to engage in meaningful communication which must be made mutually comprehensible before the tasks can be successfully completed.

Within this framework, and supported by research by Swain (1985) which demonstrated that learners need the opportunity to make their language comprehensible to others, researchers have examined various tasks to see which ones provide greater amounts of modified interaction, grouping them according to their particular research questions. Duff (1986) suggested that convergent tasks, those in which the learners need to work together to solve problems, were better at providing opportunities for modified interaction than were divergent tasks, such as debates. Nunan (1991) found that closed tasks, which allow a restricted number of correct answers, stimulated modified interaction among lower-intermediate to intermediate levels better than did open tasks, which allow an unlimited range of solutions.

Long (1987) differentiated between one-way tasks, which required one learner to inform another, and two-way tasks, in which both learners gave and received information. Long's findings suggested that two-way tasks produced more modified interaction. Doughty and Pica (1986) distinguished between required tasks, in which each participant must contribute information unknown to but needed by all the others to solve the problem together, and optional tasks, in which the participants decide whether or not to contribute to the discussion. Not unexpectedly, Doughty and Pica found that tasks which required the exchange of information led to more modified interaction than those in which the information transfer was optional.

This paper looks at four tasks in two categories loosely fitting the labels suggested by Doughty and Pica (1986). The two tasks which are classified as required information exchange tasks involved either one person giving information to the other person (Long's one-way task) or both learners giving and receiving information (Long's two-way task). The tasks in the optional information exchange category were convergent tasks requiring a mutual solution, and they could have been completed by students working individually. All four tasks fit Nunan's definition of a closed task.

Illustrations and Required Information Exchange Tasks

During required information exchange tasks which relied on the mutual understanding of illustrations, learners grasped at any detail provided to confirm that they were communicating successfully. This led to situations in which participants ignored the "target structures" in favor of shortcuts.

The first example comes from a task in which the target structure is language that revolves around directions and locations. In this task, learners are required to use a map illustration (Figure 1) to ask the location of various buildings. The transcription below shows the target structures being used more or less as intended. The symbol ((@)) refers to listener feedback, such as "mmm" or "uh-huh," and the ellipses mark (...) refers to a pause.

NW: Can you tell me where the hospital is?

TT: Hospital?

NW: Yeah.

TT: Um um can you see Bridge Street? ((@)) Yeah and go straight Bridge Street. Uh uh go straight with the Bridge Street? ((@)) And... passing Second Street? ((@)) ... And along the Bridge Street and can you see Ocean Bridge?

NW: Yeah?

TT: Yeah and... um...

NW: Go over? Go over the Ocean Bridge?

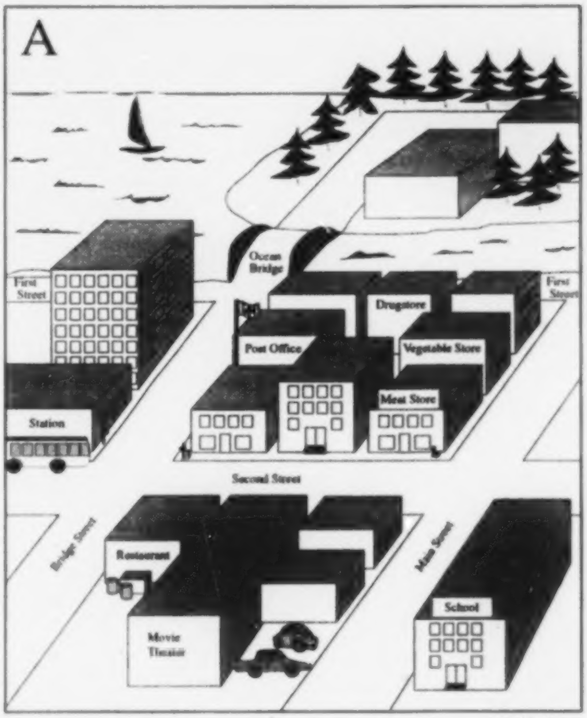
TT: Yeah.

NW: Okay.

TT: And on the right side? ((@)) There is a building. ((@)) Yeah. That is the hospital.

NW: That is the hospital? Oh. All right.

Figure 1



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This task not only requires the speaker to give clear directions, it puts pressure on the listener to ask for clarification when the directions are not understood. Furthermore, the communicative exchanges reflect real-life experiences, although learners must suspend reality to some extent because of their dependence on the illustration.

The map in this task contains additions which the artist has chosen to include, perhaps to make the picture more interesting. There are two people standing on one corner. There are cars in a parking lot. A dog is waiting patiently by the meat store entrance. These details became the salient features which the participants used as anchors, and consequently the language changed. The following are examples in which the speakers chose to focus on a feature that the artist included, but by doing so produced language which varied from the target structures. In the first example, the speaker attempts to establish a mutual understanding by drawing attention to the small characters which the artist has drawn:

NW: And you'll see a dog just on on the door of the meat store. Do you see a dog?
TT: Yeah yeah.
HJ: There's two person one looks like a mom and daughter. And that building and beside of the building.
PT: Okay. It has a gate and stairs right?

In the following example, the speaker targets cars in the parking lot:

SB: You'll see there's two cars parking.
JJ: Yeah.

The post office flag also provided a common reference point:

TT: And then you'll see a flag?
NW: Yeah?
KD: The second building... near the... flag. The Canadian flag.

There were several examples of participants using descriptions of the buildings:

JM: The tall the two-storey building is the vegetable store.
NW: Do you see the three three-storey building? That's the school.
TT: Yeah yeah I found it. Yeah. The biggest building.
PT: The big building? The tall?
HJ: Yeah the one two three four five six. Six windows each storey has six windows. One two three four five six seven. Seven storeys... seven floors.

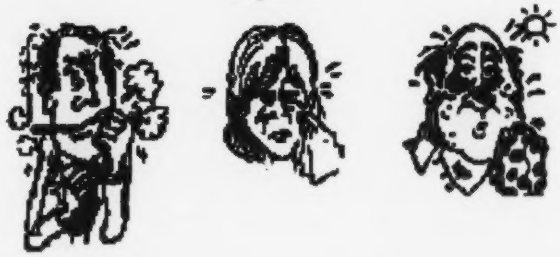
Not only did the participants use the details in the illustration to check comprehension, many confessed to using them as shortcuts: indicating that the department store is the tallest building is much simpler and faster than describing its location or giving directions.

Using the details in illustrations to establish successful communication not only occurred in this two-way required information exchange task, it was noticeable in another task which depended on the mutual understanding of illustrations. In this second task, one learner was required to describe cartoon illustrations which were drawn to show particular adjectives, such as *sad, hot,* or *worried* (Figure 2: Hadfield, 1984; illustrations reprinted from *Elementary Communication Games* with the permission of the publisher). The listener's task was to identify the picture being described and place it in the appropriate order. As in the map task, the addition of detail by the artist allowed the learners to reach an understanding without using the target adjectives.

In the illustration denoting *sad*, for example, the woman is crying. Many speakers used this detail to correctly identify the picture:

CQ: ... Number four? ... A wo- a woman is crying. ... Crying.
HK: Number nine. ... She is crying.
SK: ... Mmm. I got it.
YP: Yeah. In number one... ah... is a girl is crying?
AH: ... Crying?
YP: Crying.
AH: ... OK.

Figure 2



In the illustration which was supposed to elicit *worried*, all participants focused on the fact that the man was smoking, and nobody used the target term. Generally speaking, there were no problems identifying the illustrations in this task, but the target language—adjectives—was frequently ignored in favor of simpler, more obvious details.

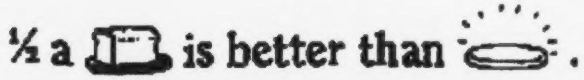
Is changing the language from the target structure good or bad? It depends. For those instructors who are interested in creating situations in which any language can be used to successfully complete the task, there are likely no problems or issues surrounding the artist's illustrations. The language that the learners use will reflect their focus on meaning, not form. They are engaging in real communicative exchanges and using whatever strategies they can—including visual clues—to successfully complete the task. For those instructors who choose information exchange tasks as interesting substitutes for pattern practice drilling, however, the artist's creativity may result in a reduced number of occasions in which the use of the target structure is obligatory. To these instructors, therefore, the details in the illustration may cause the task to become less valid as an instructional tool.

Illustrations and Optional Information Exchange Tasks

In a task which required learners to decipher proverbs from a series of words and illustrations (see Figure 3, taken from *Word Games with English* by Howard-Williams & Herd, 1986, reprinted by permission of Heinemann Educational Publishers, a division of Reed Educational and Professional Publishing Ltd.), the interpretation of the drawings became a major focus of the interaction. Learners tried to decide not only what the illustration signified, but how their interpretation made the proverb meaningful. This led to discourse which contained examples of confirmation checks, clarification requests, and giving and defending opinions:

CQ: … One… third uh second. How how to pronounce this.
JM: … Half.
CQ: Half?
JM: Just half?
CQ: Half?
JM: Half of
CQ: Half a
JM: Bread?
CQ: Bread? is better than
JM: … Nothing?
CQ: … No nothing … it's it's better than… yeah I think this is just a plate but it is ((@)) a nice plate ((@)) maybe golden plate but you you don't have bread just a golden plate ((@)) you can't eat.

Figure 3



Without considering grammatical accuracy (or lack of it), the conversation reflected the interaction which might be generated by native speakers unfamiliar with the proverbs; in other words, it was real communication.

In contrast to the proverb puzzle, a problem-solving task which required the participants to agree on the order of pictures and tell a story contained captioned illustrations which restricted the extent to which they could be interpreted. The discourse produced in this task was rarely interactive. The learners worked quietly to put the pictures in order and said little beyond single-word utterances until the task was completed and they were asked to tell the story.

Although it is obvious that the two tasks differ, the variation in the quantity and quality of the learners' discourse and the relationship between this variation and the types of illustrations used are worth examining. For this reason, research into the use of rebus activities—stories which replace words with illustrations—to stimulate interaction is being undertaken, and so far the findings are similar to those in the proverbs task: Learners engage in more modified interaction when the interpretation of illustrations is an issue than they do when the illustration is unambiguous. The author invites feedback which supports or refutes these findings.

Implications for the EFL Classroom

The details which the artist includes in illustrations can influence the language that learners use to complete pair-work tasks. This paper has shown how the details in illustrations can reduce the number of occasions in which a particular target structure is obligatory, so that in required information exchange tasks, learners may not be practicing the language that teachers are hoping for. It has also suggested that tasks containing illustrations which are open to multiple interpretations can be as effective at promoting oral communication as tasks which require the participants to interact.

In EFL classes in Japan, as in other countries, the classroom becomes the English world for the learner. As such, tasks selected for this world must reflect the needs and goals of the students. For students who require grammar only for entrance examinations, interactive pair-work tasks may not be ideal. For students who are hoping to use their skills in English to communicate, however, it becomes important to simulate real-life situations in preparation for participation in the target culture. Tasks which encourage the learners to speak and to modify their language to make it comprehensible to others, whether native speaker or non-native speakers, are therefore valuable. Information exchange tasks can provide the necessary conditions for real-life communication, and those which include illustrations can make the activity more challenging by forcing the learners to negotiate meaning from visual rather than textual information. Visuals which are open to multiple interpretations can make the task even more interactive by forcing learners to agree on meaning.

This paper has suggested that people will take advantage of whatever shortcuts are available. In Japanese EFL classes, a frequent shortcut is the use of the first language, a situation which can be addressed by either monitoring the students closely or requiring them to complete an additional task which necessitates the use of English, a task such as performing for the class or reporting their solutions in oral or written form. Furthermore, in required information exchange tasks which focus on form, it may be important to choose illustrations which limit the number of available shortcuts.

Overall, the findings of this study suggest that teachers need to articulate their reasons for using a particular information exchange task, then examine the task's illustrations to see if they allow students to practice the language that the teacher wants practiced. Instructors should also listen carefully to the students' interactions during these tasks and compare their language to what was anticipated so that the tasks selected are the best ones with which to meet students' goals.

Acknowledgements

The adjective illustrations (sad, happy, and worried) were reprinted from Jill Hadfield's 1984 book, *Elementary Communication Games* (Thomas Nelson and Sons Ltd.) with the permission of the publisher. The proverbs illustration, from Howard-Williams & Herd (1986), *Word Games with English*, was reprinted by permission of Heinemann Educational Publishers, a division of Reed Educational & Professional Publishing Ltd. Many thanks go to Laura MacGregor and an anonymous reader for their valuable help with this paper, and a special thank you to the students who participated in this research.

Note

1. An earlier version of this paper, entitled "The influence of illustrations on task interaction," was presented at the British Columbia Teachers of English as an Additional Language (BC TEAL) conference in Vancouver, April, 1998.

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Integrated Teaching to Foster Language Competence

Fan Xianlong
Central South University of Technology, China

Members of English teaching circles in China often hear the complaint, "High grades, low ability." While many students are able to pass English examinations, often with very high grades, they are poor at using the language. How to solve this problem is a task for English teachers. In this paper, I will report on how I integrated the development of receptive skills with strengthening productive skills to facilitate students' overall language competence, particularly their speaking ability.

The Students

The group of students described in this paper entered my university in 1994 and 1995 for a three-year masters degree in science. There were eight classes in each grade, of which I taught two. Each class consisted of 31-34 students, who were between the ages of 21-25. This compulsory English course was divided into two 20-week semesters of six 50-minute class hours per week. At the end of each semester, a course exam was given and at the end of the year, students took the English qualifying exam administered by the Province Education Commission. These two exams, similar in construction, are composed of five parts: (1) listening (single sentences, short dialogues, and mini talks), (2) vocabulary (sentences), (3) reading comprehension (six short passages), (4) writing (a 150-word composition), and (5) translation (of a short passage from Chinese into English).

Prior to entering the graduate program, all of the students had passed the Band Six College English Test.[1] For this test, they are supposed to have learned English grammar systematically, gained a considerable vocabulary, and acquired good usage skills. However, there was a striking contrast between the level of the exam the students had passed and their actual level of competence. They knew the mechanics of English and were very good at multiple choice tests (as they were trained to pass these), but very few could speak English well.

Analysis of The Students' Problem

The students' main problem lies in a lack of opportunities for application of the language which is caused by two factors, one objective and the other subjective. The first factor rests on the reality that the language is taught in a non-English environment in China, in which the main medium of the language is through written form, and therefore students learn it passively without adequate practice using it.

The second, more important factor, is due to the teaching approach. Although modern approaches to foreign language teaching have been introduced in China, wide and effective application of them is far from true. Moreover, the current test system affects students' learning strategies: All exams and tests of different levels are in written form and oral skills are rarely tested.

Rationale

According to Krashen (1985), language acquisition is far more important than language learning, as it is only acquired language that is readily available for natural, fluent communication. Cognitive psycholinguistic theory states that a foreign language learner's competence in using the language is actually the combination of the learner's receptive skills (listening and reading) and productive skills (speaking and writing). As language acquisition is in fact a process in which input and output affect each other, different language skills are "best assumed to develop simultaneously and to complement each other throughout the process" (Stern, 1983, p. 399). With this in mind, I concluded that integrated teaching would be the most effective.

Using integrated teaching, lessons are conducted in a way that learners' language competence is comprehensively fostered from different sides so as to develop both receptive and productive skills. The whole teaching process is divided into steps which integrate the training of different skills, resulting in an overall improvement of students' language competence. The following describes how the teaching was conducted.

Procedure

As the students were generally poor at speaking, they were required to take turns giving short talks on topics of their choice at the beginning of each class. After that, class time was used to work first on listening and reading to develop students' receptive skills, and later speaking and writing to develop productive skills.

中国の大学での非英語専攻の大学院生の語学力向上を目的とした授業について論じる。このコースは大量の英語のインプットを与え、学生の英語発話を促し、その結果として、学生のコミュニケーション能力を向上させるものである。このコースを受講した学生の英語力の向上は、このコースが彼らの語学力向上に役だったことを証明している。

1. Developing receptive skills

Besides conducting all lessons in English, I prepared students for in-depth study of a text by beginning with an oral summary of it. For example, I made a short oral introduction to the passage, "Settling Down in England" (Low, 1985, pp. 23-24; see Appendix), that students would later read. After a quick comprehension check to make sure students understood my summary, they read the passage. In addition to training students' listening skills, this activity set up a framework and context, and therefore helped put students in a receptive mode which made the reading that followed easier and more efficient.

Students silently read the passage against the clock applying two basic reading skills: skimming for overall understanding of the material and scanning for specific information. Next, they used different strategies to deal with difficult language points, which is what I called problem-solving—an aspect of teaching reading (Fan, 1991, p. 626). To deal with syntactic problems (long and complicated sentences), students were guided in their understanding of the sentences rather than performing tedious syntactic analyses, a traditional practice in language teaching in China.

Students applied different methods to handle unfamiliar vocabulary, such as contextual and structural analyses. For example, students guessed unknown words by their context or formation (prefixes, suffixes and stems). As a result, new vocabulary was no longer an obstacle, and their skill of obtaining information from visual clues improved.

Students then practised using key language items by writing original sentences or completing fill-in exercises. Successful acquisition of the learning material, in this case, the reading passage, paved the way for students' active participation in the follow-up speaking and writing activities.

2. Strengthening productive skills: Follow-up work

Follow-up work was carried out in two steps: in-class speaking and outside writing.

The forms of speaking practice depended on the kinds of input information. In the case of a narration, students retold the story or participated in a role-play or an interview. In the case of expository writing, they conducted a panel discussion or a debate. After studying the passage "Settling Down in England," the students made conversations, one playing a British journalist, the other a member of the Danish family, which they presented to the class. The journalist asked relevant questions and the interviewee replied with answers that could be taken from the text, inferred from the writing, or drawn from his/her own imagination.

As follow-up work to reading an expository essay entitled, "Basic Research and Graduate Education" (Yu & Li, 1987, pp. 1-3), groups of students discussed their views on the relationship between research and graduate education. With the intensified input information obtained at the acquisition stage, students showed great enthusiasm in the activity, and different ideas, in addition to that of the author's, were shared in a lively discussion.

Simulations such as the above provided stimulating, meaningful, and somewhat realistic communicative contexts. Actively making use of these opportunities to express themselves in the target language, students tried idiomatic expressions relevant to different speech acts, such as greeting, starting and ending a conversation, departing, requesting, and suggesting.

For homework, students wrote a newspaper article about the Danish family in Britain or their own experience of travelling/moving to a new place. Having done the multiple pre-writing activities in the receptive stage, students reported that they found it easier to do their out-of-class writing assignment.

Since the lessons were student-centred and task-oriented, the students were actual users of the language in all learning activities. The teacher's role became that of "designer" of the teaching plan, and "conductor" of the teaching activities and above all, a facilitator of the language acquisition process.

Outcome

Though it is hard to measure exactly how much success this teaching method achieved, its effectiveness can be seen in the students' performance in the examinations they took during and at the end of the course. All 130 students of the two groups in 1994 and 1995 (65 in each group) trained this way passed them successfully. However, the pass rate of the other classes not trained under this teaching model was 82-88%. In the English qualifying examination held by the Province Education Commission in 1996, the 65 students from my classes in 1995 scored an average of 79.6%, while the average score of all the students in the province was 65.1%.

The students' progress was particularly noticeable in their speaking and writing skills, their two poorest aspects originally. At the beginning of the course, many students were so nervous that they trembled when asked to answer a question or to speak to the class. It was not uncommon to hear them greet the class with, "Lady and gentlemans" and say. "Although . . . but" together in a sentence. Gradually however, they became more and more confident when called upon to answer questions and began to practise speaking English during the class break or in their spare time. The change in the students' attitude towards speaking signifies in itself the success of the teaching. With their increased practice, students' oral skills greatly improved. Most of them could continuously speak for more than five minutes, expressing themselves clearly, some even fluently and spontaneously.

Writing also improved greatly. There were far fewer grammatical and pragmatical mistakes and more idiomatic expressions. By the end of the year, many students were able to write English abstracts for their academic papers and even the papers themselves.

The positive outcomes of this approach suggest that it was effective in developing learners' language and communicative ability, and increasing their confidence as competent speakers of English.

Note

1. This is the highest level of the three graded English exams conducted in colleges and universities nationwide in China by the State Higher Education Examination Commission. The other two, Band 3 and Band 4, are compulsory for three- and four-year colleges respectively.

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Appendix

Settling Down in England

My husband and I are Danish. As a matter of fact, many of my ancestors were English. I was born in England and was originally of British nationality. My parents were killed in a car crash when I was a baby, so I was brought up in Denmark by my grandmother and educated in Danish school so that Danish is really my native language.

We arrived in England last February at five o'clock on a Wednesday morning after an appallingly rough crossing. Waves which seemed as high as mountains rocked the boat from side to side. We were both sick on the journey and fine drizzle met us as we disembarked. To make matters worse, Klaus, my husband, left his camera on the ship; I lost a gold bracelet, (which has never been found to this day) and we nearly forgot to tip the taxi driver, a surly individual, who grumbled about our luggage and seemed to be in a thoroughly bad temper. Few visitors can have experienced such an unfortunate beginning to their stay, and we certainly felt like going straight home again.

We stayed for a week in a hotel and were then lucky enough to find a furnished bungalow in the suburbs of London. It is not as convenient as our flat in Copenhagen, but it is less expensive than some we saw advertised. Klaus is studying at the local Technical College and in addition, he often attends public lectures at the University of London on as many subjects as possible, chiefly to improve his English. He is a qualified engineer who has been employed for several years in a factory. Our two children have joined us, and they are being educated in an English private school. I am working as a part-time nurse in a hospital, and I have so much to do that I have almost no leisure time.

Most of the neighbours are kindly, but not as sociable as people at home. They tend to ask dull questions, such as: "What is the weather like in Denmark?" or "What kind of games do you play?" We are occasionally paid some odd compliments. I remember the time when a well-meaning old lady told us, "You have such delightful manners. I always think of you both as quite English." I think she meant this as the height of flattery.

We have made a few close friends, who often invite us to their homes. One of them, who is a widower living on the other side of London, even fetches us in his car on Sunday mornings and brings us back in the evenings. Little Kristina, our small daughter, calls him Uncle Sunday. He speaks Swedish and has an elderly Swedish housekeeper, who has been looking after him for more than twenty years, so we chat for hours in a language that is in some ways similar to our own.

Our children can already speak English more fluently than we can. They obviously feel superior to us, and are always making fun of our mistakes, but spelling causes all of us many headaches. *(First Certificate in English Course)*

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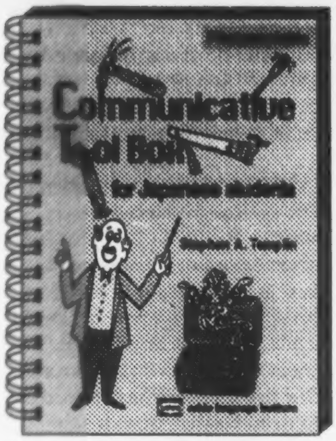

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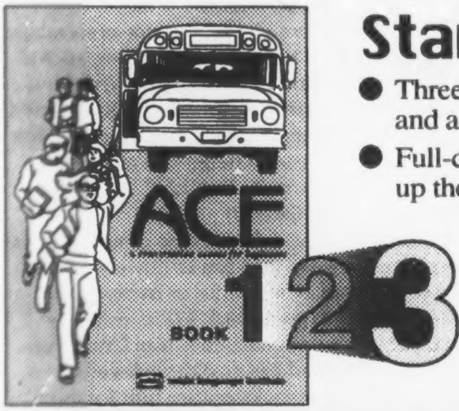

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「ストラテジーの認識がWritingに及ぼす影響」

大和　隆介
北陸大学

Ⅰ　はじめに

第二言語習得や外国語学習において、学習プロセスに対する関心の高まりから、学習ストラテジーに関する研究が盛んに行われている。これらの研究は、学習ストラテジー全般を扱うものから個々の4技能に関してのものまで様々であるが、作文に関するものは比較的少ないようである（Chamot,1996）。また、これらの作文ストラテジーを扱った研究では、ストラテジーの抽出・描写・分類に重点がおかれ、個々のストラテジーに対する学習者の認識という面には、あまり関心が向けられてこなかった(注1)。

そこで、本研究では、日本人英語学習者が作文に関して、どのような認知的ストラテジーのスタイルを持っているのかを因子分析などの手法を用いながら明らかにすると同時に、ストラテジーの認識スタイルと作文能力との関係についても考察した。

Ⅱ　作文ストラテジー

1．作文ストラテジーの分類と問題点

言語学習におけるストラテジーの定義やその分類に関しては、O'Malley and Chamot（1990）などに詳しく紹介されているが、未だ確定的な分類法は存在していないと言えよう（Oxford,1990）(注2)。これら既存の学習ストラテジーの分類を語学教育の見地から考えると、いくつか問題点があるように思われる。第1に、ストラテジー研究が、認知心理学の多大な影響を受けているため（O'Malley and Chamot,1990）、その分類に際して、メタ認知／認知／情意／社会性など学習ストラテジー全般に適用される基準が多く用いられ、作文などの個々の言語技能に関しての具体的ストラテジーが充分扱われていない。第2は、データ誘出法の違い（diary／think-aloud protocol／interview／questionnaire）により、先行研究において、個々の言語技能に関して異なるストラテジーの内容が報告されているということである。特にアンケートによるデータとその他の手法とに一致が見られないようである（Oxford,1996,p.247）。第3は、報告されたストラテジーの効果や使用に対する学習者の認識や評価があまり論じられていないことである。

2．作文ストラテジーに関するアンケートの作成

本研究では、上記の問題点を踏まえて、日本人学習者が英作文に関連したストラテジーに対してどのような認識を持っているかを明らかにするために、新たなアンケートの作成が必要と考えた。作成に際しては、まず、信頼性や妥当性がすでに比較的検証されている認知心理学的ストラテジー分類（O'Malley and Chamot,1990とOxford,1990）における作文関連ストラテジーを土台とした。その上でThink-aloud protocols等の手法で報告された具体的な作文ストラテジー（Raimes,1985,1987）、及び作文力に影響を及ぼすと思われる日常の英語学習への取り組みに関する項目を加えて40項目からなるアンケートを作成した。更にそれらの項目に対して、学習者の2種類の認識（使用認識と効果認識）を5段階のリカート尺度を用いて尋ねることにした。

アンケート項目の内訳は、メタ認知ストラテジー16項目、認知ストラテジー：9項目、情意ストラテジー4項目、社会性ストラテジー：4項目、修正ストラテジー：7となった。(注3)

Ⅲ　本研究

1．研究課題

① 日本人学習者は、英作文においてどのようなストラテジーを効果的と考え、実際に使用していると認識しているか。

② ストラテジーの使用認識と効果認識にはどのような違いがあるか。

③ ストラテジーの認識スタイルと作文力との間にはどのような関係があるか。

2．方　法

① 被験者：私立大学の英米語学科2年生。アンケート解答者は119名で、その内、39名に課題作文を実施した。

② 材　料：a)作文ストラテジーの認識に関するアンケート
b)課題英作文

アンケートは、言語学概論受講の学生に講義の一部約15分を使って実施された。課題英作文は、アンケート実施のほぼ2週間後、英作文の授業の一部として実施された。被験者は、関連資料を読んだ後、「日本人女性は幸せか。」というタイトルで自分の考えを40分間で作文した。

③ 作文力評価：

作文力の評価は、2名のネイティブスピーカーが文法・文体・構成・内容の4項目に関してそれぞれ3段階に評価し、4項目の合計点で作文力を上位・中位・下位の3つのグループに分類した。評定者間の信頼性は、Cronbach's alpha＝0.93であった。この3グループの作文力の評価を表1で示す。LSD法による多重比較の結果、文体・文法・総合得点に関しては、$p<.001$水準で3グループ間に有意差が見られ、内容・構成に関しても同様に$p<.05$で有意差が見られた。したがって、これらの3グループは作文力において異なる集団と言える。

表1：作文力比較

表1　　作文力比較

	内容得点		構成得点		文体得点		文法得点		総合得点	
	M	SD	M	SD	M	SD	M	SD	M	SD
作文上位 N＝7	5.86	.38	5.23	.95	4.86	.69	4.71	.76	20.71	.76
作文中位 N＝28	4.43	.69	3.93	.94	4.00	.27	3.71	.46	16.01	1.61
作文下位 N＝4	3.75	.5	3.00	1.15	3.00	.82	2.25	.5	12.00	.82
F	18.4 **		8.4 **		23.7 **		28.3 **		50.32 **	

**p<.001

表２：使用認識因子負荷表

表2　使用認識作文ストラテジー因子分析

		質問項目	F1	F2	F3	F4	F5	F6
F1.	問23	上達するために英語の読書を増やす。	0.716					-0.23
	問24	上達するために文法力を身につけるよう努力する。	0.669	0.408		-0.223		
	問25	上達するために教養を深める努力をする	0.649	0.247				
	問27	上達するために語彙を増やす努力をする。	0.63	0.202	0.201	-0.17		0.174
	問22	上達するために英語で書く機会をたくさん持つ。	0.623			-0.179		0.171
	問28	上達するために論理的思考をするよう努力をする。	0.593		0.131	0.163	-0.223	-0.161
	問29	上達するために日本語でも文章を書く練習をする。	0.591		0.166		0.216	
	問26	上達するためにユーモアのセンスを磨く。	0.579			0.154	0.112	
	問08	書き出しを読者の興味を引くようなものする。	0.429		0.237	0.496		
F2	問13	書き終えたら文法の誤りを訂正する。	0.184	0.793				
	問32	書きながら文法の間違いをしないよう気をつける。		0.64			0.166	
	問12	書き終えたら文の流れがスムーズになるように書き直す。	0.103	0.587	0.388	-0.103	-0.122	-0.126
	問14	書き終えたらスペルなどの細かいチェックをする。	0.353	0.569			0.202	
	問06	書きながら意味のわかりにくい個所を書き直す。		0.506	0.281		-0.197	-0.117
	問24	上達するために文法力を身につけるよう努力する。	0.669	0.408		-0.223		
F3	問03	書き始める前にトピックについてじっくり考える。	0.126		0.694			0.213
	問05	書き始める前に全体の構成を考える。	0.226	0.187	0.586	-0.133		-0.141
	問20	自信のない文法事項や表現はできるだけ使わない。	-0.131		0.583		0.225	
	問31	書きながら論旨の展開が明確であるか気をつける。	0.214	0.321	0.524	0.157		-0.164
	問04	書き始める前に特に強調したいことを決める。	0.127	0.3	0.446			0.177
F4	問33	できるだけ楽しみながら書いている。	0.207	0.129		0.649		
	問35	リラックスできるような楽な姿勢で書いている。	0.146	0.264		0.56	0.308	-0.124
	問08	書き出しを読者の興味を引くようなものする。	0.429		0.237	0.496		
	問34	間違いをおかしてもいいんだと思いながら書いている。	-0.149			0.47		
	問09	すぐに思いつくままに書き始める	-0.111		-0.379	0.438	-0.136	0.413
	問36	うまく書けたときは自分自身に対して何か褒美を与える。	0.279			0.403	0.477	
F5	問21	詰った時は、話題を変える。	-0.196	-0.191	0.167	0.106	0.573	
	問02	覚えている構文をできるだけ使う。	0.297	0.104			0.48	0.228
	問36	うまく書けたときは自分自身に対して何か褒美を与える。	0.279			0.403	0.477	
	問19	詰ったときは易しい表現に言いかえる。		0.312	0.209	0.149	0.455	0.27
	問01	まず日本語で考えてから英訳する。	-0.171	0.143		-0.249	0.427	
	問16	詰った時はその部分はあきらめて空白にしておく。	0.133	-0.135	-0.192		0.416	-0.322
F6	問17	詰った時は和英辞典を調べる。			0.206			0.636
	問10	書き始めたあとは思いつくまま書き進む。	-0.299		-0.124	0.339	-0.237	0.432
	問09	すぐに思いつくままに書き始める	-0.111		-0.379	0.438	-0.136	0.413
	問07	書き始める前に読み手に応じた文体を選ぶ。	0.118	0.159	0.303		-0.108	-0.593

Ⅳ　結　果

1．日本人英語学習者の作文ストラテジーの認識

①　ストラテジーの使用認識

学習者が、実際に使用していると認識しているストラテジーに関するアンケート結果を、次のように分析した。まず40の質問項目に対する解答の平均値において、平均±標準偏差の値が得点範囲（１－５）を超えた15、30、37、38の４項目を（天井効果またはフロア効果が生じたものとして）除外した36項目に対して、因子分析（主成分分析－バリマクス回転）を行った。その結果、次の６つの因子を抽出した（個有値1.6以上採用、累積説明率45％、項目信頼性：Cronbach's alpha＝0.79）(注4)。各因子における質問項目の内容や因子負荷量の大小から６つの因子を次のように解釈した。バリマクス回転後の各項目の因子負荷量（0.4以上）を表２で示す。

第１因子＝日常のストラテジー、第２因子＝文法・校正ストラテジー、第３因子＝内容構成ストラテジー、第４因子＝楽しみ重視ストラテジー、第５因子＝困難回避ストラテジー、第６因子＝流暢さ重視ストラテジー

②　ストラテジーの効果認識

次に学習者が、ストラテジーの効果に関して答えたアンケートの得点に対して分析を行った。ストラテジーの効果認識については、天井効果が生じたと解釈される19項目を除外して残った21項目に対して因子分析（主成分分析－バリマクス回転）を行った。その結果次の５つの因子を抽出した（個有値1.5以上採用、累積説明率48％、項目信頼性：Cronbach's alpha＝0.68）。バリマクス回転後の各項目の因子負荷量（0.45以上）を表３に示す。各因子における質問項目の内容や因子負荷量の大小から５つの因子を次のように解釈した。

第１因子＝日常のストラテジー、第２因子＝コミュニケーション重視ストラテジー、第３因子＝社会性重視ストラテジー、第４因子＝流暢さ重視ストラテジー、第５因子＝文法校正ストラテジー

2．ストラテジーの認識と作文評価の関係

①　ストラテジーの使用認識と作文力の関係

課題作文の被験者の数が少ないために、一般性のある結論は得られないが、本研究の被験者に関しては次のような結果が示された。まず表４から、作文力と因子２・３に対する使用認識を分散分析した結果、有意差が認められた。更にLSD法による多重比較を行った結果、作文上位群と中位・下位群にはそれぞれ有意差が見られた（$p<.05$）。また因子１に関しても多重比較を行った結果、作文上位群と中位・下位群との間にはそれぞれ有意傾向が見られた（$.05<p<.1$）。これらの事実から、因子１から３に関しては、使用認識が高くなるほど作文力が向上すると考えられる。一方、因子６に関しては、有意差が生じるほどではないが、因子１から３とは逆に、使用認識が低くなるほど作文力が高くなる傾向が見られた。

表３：効果認識因子負荷表

効果認識作文ストラテジー因子分析

		質問項目	F1	F2	F3	F4	F5
F1	問30	上達するためにアルファベットをきれいに書く練習をする。	0.79185	−0.161			
	問28	上達するために論理的思考をするよう努力をする。	0.72873	0.2031	0.19861	−0.174	
	問29	上達するために日本語でも文章を書く練習をする。	0.65545	0.2334			0.108
	問26	上達するためにユーモアのセンスを磨く。	0.59713	0.2381	0.42294		
F2	問07	書き始める前に読み手に応じた文体を選ぶ。	0.16197	0.7255	−0.1979		
	問08	書き出しを読者の興味を引くようなものする。	−0.1256	0.7118	0.14645		
	問37	英語で文通をしている。		0.5195	0.53043		0.1318
	問35	リラックスできるような楽な姿勢で書いている。	0.233	0.4648			−0.213
F3	問40	自分の書いた英文を他の人に手直ししてもらう。	0.13751		0.65096		0.1214
	問38	インターネットで知らない人とも英語で意見を交換している。	0.18757	0.3582	0.58368		0.2118
	問37	英語で文通をしている。		0.5195	0.53043		0.1318
	問36	うまく書けたときは自分自身に対して何か褒美を与える。	0.16793	0.2333	0.47414		−0.241
	問26	上達するためにユーモアのセンスを磨く。	0.59713	0.2381	0.42294		
	問01	まず日本語で考えてから英訳する。		0.2148	−0.5086		0.2045
F4	問09	すぐに思いつくままに書き始める		0.1814		0.856	−0.15
	問10	書き始めたあとは思いつくまま書き進む。			−0.126	0.742	
	問34	間違いをおかしてもいいんだと思いながら書いている。	0.11685	−0.156		0.585	−0.329
F5	問11	書きながらすでに書いた部分を何度も読み返す。	0.1858				0.6062
	問20	自信のない文法事項や表現はできるだけ使わない。					0.5812
	問17	詰った時は和英辞典を調べる。		−0.148	0.29238		0.5583
	問32	書きながら文法の間違いをしないよう気をつける。	0.17776	0.227		−0.237	0.4897

表４：使用認識因子得点と作文力

表4　作文力と使用認識得点分散分析

	F1因子得点		F2因子得点		F3因子得点		F4因子得点		F5因子得点		F6因子得点	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
作文上位 N=7	3.09	.88	3.81	.51	3.91	.64	3.19	.91	3.14	.69	3.71	.82
作文中位 N=28	2.49	.66	3.19	.59	3.10	.67	3.05	.65	3.35	.47	3.94	.53
作文下位 N=4	2.30	.92	3.05	.45	2.95	.85	3.22	.33	3.13	.77	4.25	.88
F	2.2 n.s.		3.69 *		4.32 *		0.19 n.s.		0.61 n.s.		0.96 n.s	

*p<.05

② ストラテジーの効果認識と作文力の関係

表５から、使用認識の場合とは異なり、効果認識に関する因子得点と作文力の間には、本研究では一定の関係は見られなかった。これは、Oxford（1996）が指摘するように、単にストラテジーを知っていたり、その効果を認識しているだけでは、作文力の向上にはつながりにくいことを示しているように思われる。

表５：効果認識因子得点と作文力

表5　作文力と効果認識得点分散分析

	F1因子得点		F2因子得点		F3因子得点		F4因子得点		F5因子得点	
	M	SD	M	SD	M	SD	M	SD	M	SD
作文上位 N=7	3.27	.53	4.17	.29	3.71	.34	3.67	.72	3.77	.35
作文中位 N=28	3.64	.63	4.26	.38	3.88	.47	3.73	.65	3.77	.32
作文下位 N=4	3.73	.85	4.20	.29	3.85	.38	4.10	.92	3.90	.12
F	1.04 n.s.		0.18 n.s.		0.38 n.s.		0.58 n.s.		0.31 n.s	

Ⅴ　分析と考察

因子分析の結果、作文ストラテジーの使用認識と効果認識では、やや異なる因子が抽出された。その違いの主な点は、コミュニケーションや社会性に関わる因子が効果認識について抽出されたのに対して、文法や内容構成に関わる因子が使用認識について大きな比重を占めたことである。これは、日本の英語学習環境において、文レベルの文法などはよく指導されても、様々な人々と英作文により交流する機会が極めて少ない現状を反映しているようにも思われる。

次に、学習者の２種類のストラテジー認識と作文力との関係を分析した結果、有効なストラテジーを単に知っているだけでは作文力の向上にはつながりにくいことが示された。一方、使用認識の度合いが高ければ高いほど、作文力の向上につながる可能性が高いことが示された。ここでの効果認識は、ストラテジー指導において指摘される５つの要素 what,how,why,when and where,how well（Carrel,1998）の中で what,how,why に概ね相当し、使用認識は how well に関わるものと考えられる。この意味では、作文の際に、ストラテジーの使用に関して適当な自己評価能力を持つことが作文力向上につながってゆくものと予想される(注1)。

本研究で、ストラテジーの認識と作文力との関係における最も注目すべき結果は、使用認識ストラテジーと作文力の間にストラテジーのタイプにより異なる関係が見られたことである。表4の特徴的内容を図示する。

図1

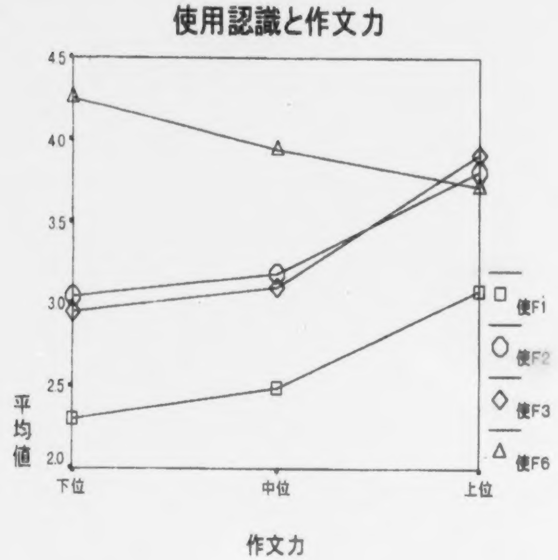

図1から、ストラテジーの使用認識が因子の種類により、作文力に対して全く異なる関係を示していることがわかる。因子6に関してのみ、使用認識が高くなるにつれ、作文力が低下しているのである。この事実は、流暢さ重視の因子6が、量を書くことが最も重要で、書き直しもフィードバックもなしで良いという学習者の姿勢を示すものであるならば、それは結局、化石化の原因にしかならないということを示しているのではないか。したがって、因子6重視の学習者に対しては、プロセスライティングなどに見られる様々なフィードバックや書き直し作業の重要性を再認識させる機会を与えることが大切だと思われる。

Ⅵ　まとめと課題

本研究により、作文に対する学習者の認識のあり方が作文力に様々な影響を与える可能性が示された。しかしながら、これらの結果が一般性を持つためには、まずサンプル数を増やしての再検証が必要である。また同時に、よりよい作文指導の開発のために、ストラテジー認識と作文力の両者間の関係だけでなく、言語習熟度によりストラテジー認識に違いがあるのか、TOEFLやTOEICなどの標準テストと作文力との間にはどのような関係があるのかなどの問いも明らかにしていく必要があろう。

注

（注1）Flaitz and Feyten（1996）などストラテジー全般に関する認識についてはいくつかの研究が見られるが具体的作文ストラテジーに関してはほとんど見られないと言える。

（注2）Chamot（1996）によれば、メタ認知／認知／社会／情意の分類の妥当性が多くの研究により実証されつつあると言う。

（注3）O'Malley and Chamot（1990）におけるメタ認知／認知／社会・情意の分類にOxford（1990）の修正のストラテジーを加えたものである。

（注4）使用認識・効果認識のどちらも因子抽出数に対してObservationの数が少ないために被験者の数を増やしての再試験が必要である。

（注5）本研究では、アンケートの中にwhen and whereに関わる質問項目が含ま[illegible]ていない。今後これらの項目を取り込んだアンケートの作成が必要と思われる。

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The English abstract for this article can be found on page 33.

Networking, Employment, and Involvement from a TESOL Perspective:

A Discussion with Kirstin Schwartz

Craig Sower & Wayne K. Johnson

Kirstin Schwartz is the Career Services Coordinator for TESOL (Teachers of English to Speakers of Other Languages). She has been the director of the Employment Clearinghouse at the past two Annual TESOL World Conventions. We spoke with her in March 1998 at the TESOL convention in Seattle.

Could you give our readers a general description of what you do at the Employment Clearinghouse?
The employment clearing house is for people who are looking for jobs and for employers looking for qualified professionals. We're always well stocked with jobs from Asia, the Middle East, and North America. Half of the jobs in the Clearinghouse are in North America. It's a worldwide job fair.

We offer a variety of services to employers from simply posting an advertisement at the conference to renting interview booth space. This year we also offered a special advertising rate in the February TESOL *Placement Bulletin*. They arranged appointments with prospective employees before the TESOL convention by e-mail and conducted interviews onsite.

What qualifications does the average applicant have?
Most of our job seekers have an M.A. in ESL, are TESOL members, and have at least three years of experience. We also get a group of new university graduates, and R.S.A. and independent TEFL/TESL certified people, but on average, most job seekers have experience plus a post-graduate degree.

How does this year compare with last year?
In 1997, we had 1,500 job seekers and 313 jobs posted. It was a banner year. In 1998, 1,300 job seekers attended the Employment Clearinghouse, but only 88 institutions posted job announcements.

Can you tell us about some current trends in the job market?
Because of the economic crisis, the Korean market is in trouble. Their weakened currency has caused problems because foreigners teaching there have expected high salaries. Korean employers can't afford to pay them, and some are unable to honor their contracts. Language institutes are often struggling to survive or are just going out of business. Given the financial problems, many people are leaving.

On the other hand, Vietnam and China are opening up. I wrote an article on Vietnam in the 1998 February *TESOL Placement Bulletin* . It was astounding doing the research because it really showed that Vietnam is going to be the next hot market. In some ways it already is. People have gone there, networked, and gotten jobs. Right now, they're only offering about US$600 a year, but that economy is developing and its going to be the next big place.

We also have a few Brazilian schools here at the conference and their numbers are increasing. Good positions are available with housing benefits and competitive salaries.

Eastern European countries are opening up—Poland and the Czech Republic are advertising, and this year we had positions in Moldova. Spain has always been more open, kind of a nonwestern Western European country. They do things their own way there—meaning they sometimes hire Americans while the rest of Western Europe usually holds back.

Saudi Arabia has always been an area that was open for qualified language teachers—how does that region look today?
Saudi Arabia and the Middle East are still very good markets. Interestingly, we also have a lot of Turkish jobs. The Turkish government just poured a large sum of money into the field.

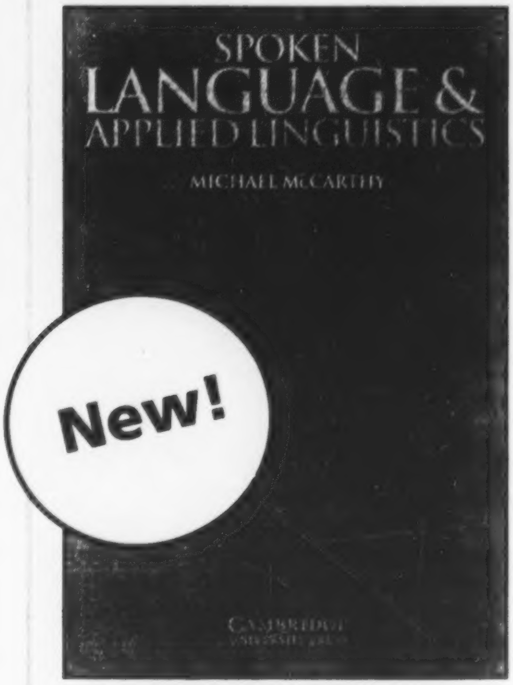
In Japan some people with M.A.s are dissatisfied with the fact that foreign teachers are not treated the same as Japanese teachers. Some say, "Well, I'm going to go back home and get a job where I will be treated with some respect."
Where? The only place you're going to get any respect or status is if you get your Ph.D. and go into teacher training. There are a huge number of TESOL preparation programs that churn out M.A. graduates to fill an already overwhelmed job market.

What do you mean?
To serve the students best you need to have good teacher support. That means money, supplies, faculty support, the whole thing. In order to do that you need to have the right kind of market conditions. If you are churning out too many M.A. graduates, then you are ruining the entire system. Ultimately you're shortchanging the students at the end of the line.

So the surplus of teachers is not just in Japan but in the States as well?
Absolutely, and what's happening in the U.S. is ESL professionals either go overseas or they diversify. In the TESOL Placement Bulletin I try to give readers food for thought on how to diversify.

SCHWARTZ, *cont'd on p. 40.*

We know what we're talking about...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Working Papers

edited by joseph tomei

The University Hiring Process: An Overview

Though this second column is about working at the university level, I want to emphasize that this column will attempt to discuss problems at all levels in a variety of situations. In the works is a two part column on interviewing process from both sides and I'm especially hoping for input from those JALT members working at conversation schools where interviews, both face to face and by telephone, are relatively commonplace. If you have been the interviewer or interviewee, please contact me (contact information is on the first page). Also, if you have a subject that you would like to see discussed here, please let me know.

If variety is the spice of life, then working as a teacher of English must be one of the spiciest slices of life around. The people who come to Japan have, in my experience, widely varying backgrounds, enormously different interests and as many goals and motivations as could be imagined. I feel that this diversity is a good thing, but because of that diversity, some source of information is needed about the hiring process(es). Thus, this column about getting and keeping a job in Japan. The goal is to present information, not opinion, so as to better equip yourself (and your psyche) for working and looking for work in Japan.

I thought we'd start off with an overview of the hiring process at the university level and how it differs from a Western hiring process. One shibboleth of finding a job in Japan is that contacts are the key. Unfortunately, that leads to people indiscriminately contacting as many people as they can, under the assumption that one of them is going to 'get' them a job. This betrays a certain misunderstanding of the process.

Generally, for an university position, a small faculty committee is formed who then is responsible for placing the advertisements, accepting the applications and making the recommendations to the faculty of the department, as is generally done in the West. In addition, the committee is not a standing committee, but one that is constituted for the immediate purpose of filling a vacancy, as in the West. Previously, because of the smaller numbers of applicants, smaller departments decided on the faculty as a group, but with increasing numbers of applicants, most schools opt for a committee.

What is different is that in the West, the committee takes in all the applications, reviews them, and generally gives a 'short list' of candidates that are then decided on by the faculty as a whole. The Japanese approach can be different. As the numbers of applicants have increased, oftentimes, the administration office or *jimu*, will receive all of the applications, make a list that summarizes the applicants' qualifications and present the list to the committee. From this, the committee then selects the applications that it will review more closely, often reading the publications in detail. The committee then makes a short list that is ranked and recommends the top candidate on that list.

What does this mean to the applicant? Well, the first is that the committee has much more power over the decision. The second is that at this point, if you are known to the people on the committee, you will have a better chance of getting the job, all other things being equal. The third is that because the committee system operates by seniority, the more senior members will have a greater say in the matter. Now, since it is generally more junior members of a department that you are likely to encounter, the contacts that you make will generally not pan out in terms of 'getting' you a job. What is true for junior faculty is generally even more true for foreigners working at the university. Very few foreigners have tenure and therefore don't generally participate in these decisions. It was only with the passage of the 1982 law that the tenuring of foreigners was even permitted, so it is only a tiny minority that participate in these decisions.

In addition, the absence of actual short list makes it difficult to gauge one's prospects. You may have been a stone's throw away from several jobs, but because there is no short list, you may never know it.

A second problematic area is that because it is the committee that ranks candidates, biases held by that committee can come into play. For example, a teacher may feel more comfortable with British English than with American English, or may have had a bad experience with one nationality or one gender and thus rule out potential applicants.

Generally, one candidate emerges from the committee. But if there is a split, this encourages the committee to take a much broader perspective between the remaining candidates, asking questions about how the candidate would fit in to the atmosphere of the department. At this point, biases become determining factors in being selected or not.

This leads me to point out two things. The first is that you should never take the rejection as a personal rejection. It is quite possible a different committee from the same university would have hired you. The second is that a close reading of job announcements is essential for finding jobs that you have a reasonable chance at, which will be the subject of a future column.

Did you know that JALT offers research grants? For details, contact the JALT Central Office.

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Will Our Students Be Ready for the Future?

hanne Leveille, *Kinran Junior College and Kinki University*

I am often asked the following questions by Canadian, Korean, and Chinese college students about their Japanese counterparts: "What do Japanese university students think about the political issues between Korea and Japan? What kind of class projects do they accomplish for the benefit of the environment? How much time do they spend on homework? I am at a loss for answers because world issues are not so much of a concern for my university students and homework is much neglected.

Many of my university students are unable to produce a professional looking assignment. Seldom do they read the newspaper or listen to the news to know what is going on in the world: Their concerns are limited to their personal interests and immediate environments. Their lack of enthusiasm to participate in controversial debates or discussions show that young Japanese people are not well aware of challenging world issues such as environmental problems. At times, they remain quite oblivious to domestic issues as well. Further, they lack genuine interest about their future. Ambitions or dreams are limited to being financially comfortable.

Despite their diligent study prior to entering university, students have failed to develop efficient work habits. When a 20-year-old does not even care about producing a presentable one-page assignment for the teacher, I wonder if, in general, educators in Japan haven't been too lenient. Have students been given enough stimulation to raise their sense of responsibility and to increase their motivation? Do we treat young people as incapable? Have we given up on them?

Skills for the future need to be implemented now. According to intercultural specialists such as Sheila Ramsey (March, 1997), well-informed educators incorporate intercultural and global foci in their programs. They make students feel involved and they give them opportunities to develop practical skills. They look at the big picture when planning a curriculum and emphasize creative, self-directed learning, effective communication, professional work, and collaborative skills. They constantly question the validity of their programs and teaching methodologies. They also keep up with technological developments.

In order to see how well we educators in Japan are helping our students become capable team players in a global context, the following checklist may be helpful:

1. Can students retrieve information and produce formal documents?
2. Do students have opportunities to act in unfamiliar situations?
3. Do teachers challenge students' beliefs?
4. Do students seriously consider different options to solve problems?
5. Do students discuss current social issues?
6. Can students accomplish group projects?

Today's young people will soon need to confront a fast-paced society where they will be expected to communicate clearly and efficiently. Collaboration and creativity are now requirements sought by employers. To function effectively in international contexts, more intrapersonal development and exposure to different cultural systems are indispensable. The classroom is not the only place responsible for preparing students for the future, but it is a practical and sensible starting point. The role of educators is not limited to teaching a subject; they are also responsible for creating an appropriate context where students' values, beliefs, and interpersonal skills are challenged and ultimately strengthened.

Reference

Ramsey, S. (1997, March). *The future.* Paper presented at the meeting of the Society for International Education, Training, and Research (SIETAR), Kansai Chapter, Takatsuki, Japan.

Abstract of the Yamato article (pp. 25-28).

The goal of this study is two-fold; (1) to clarify intermediate Japanese EFL learners' metacognition styles of writing strategies and (2) to examine relationships between the metacognition styles and the quality of writing products. In order to probe the metacognition styles, a questionnaire was developed to ask two types of learners' awareness toward writing strategies: effect-awareness (a degree to which learners consider a strategy effective) and use-awareness (a degree to which learners consider they use a strategy). Factor analysis was conducted on the data collected through the strategy-questionnaire answered by 119 university students. The result presented factors different in content, depending on the awareness type. Asfor the effect-awareness, communication and social factors are emphasized, while with the execution-awareness grammar and organization are important factors. This study also showed the use-awareness is powerful enough to affect the quality of the writing products, whereas effect-awareness is not.

Net Nuggets

by larry davies

Learning to Learn

Metacognition, or self-managed learning, is another emerging thread in the language teaching field. Below are some interesting links for educators interested in adding metacognitive skills to their students learning toolbox.

Greg Gay's Learning to Learn Site
<http://scrtec.org/track/tracks/001/c00151aa.html>
Professor Gay lists two goals for the website: "(1) To deliver process-oriented instruction over the Internet, and (2) To begin research identifying the elements of effective Internet delivered process-oriented instruction." The frames-based site offers pages of interesting tutorials and links for learners willing to work with Greg on their metacognitive skills. Categories found at the site include: consciousness, metacognition, learning styles, memory, language, reading, problem solving, creativity, and the "biology" of learning. Some pages have instructions and data in RealAudio format, making it a rare multimedia web experience.

Mindtools (Psych Web by Russ Dewey)
<http://www.psychwww.com/mtsite>
This site is full of worksheets to help you organize and systematize your ways of thinking. Major categories include: techniques to help you think excellently, skills for high performance living, practical psychology, and links to shareware programs that foster thinking and creativity. Finally, there is a link to a "links" page, where sites from general psychology to NLP to e-zines exploring the concept of mindtools more deeply. Much of the site is based on the work of Edward de Bono, well known for his "lateral thinking" concept.

Authors

Fan Xianlong is an associate professor at the Central South University of Technology, China and has been an English teacher for 20 years. He is the winner of the '92 English Essay Competition on "Psychology in English Classroom Teaching in China" held by the Volunteers Service Overseas (VSO) of Britain. He also won second prize of Excellent Teaching Achievements awarded by the Education Commission of Hunan Province, China (1993).

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Alan S. Mackenzie is a part-time university lecturer at Waseda, Sophia, and Keisen Universities and at Tokyo Seitoku Junior College. The experiences related in this article are based on his position in Simul Academy, Ochanomizu, Tokyo.

Roger Pattimore was born in Winnipeg, Canada. He holds a bachelor's degree in English literature from the University of Winnipeg as well as one in French language and literature from the University of Victoria. Receiving a British Columbia Teaching Certificate in 1989, he taught on Vancouver Island for two years. He then attended Vancouver Community College's TEFL Certificate program, followed by several months of volunteer teaching at Vancouver's Immigrant Services. He moved to Japan in 1992 and has worked for the Kasumigaura-machi School Board as an Assistant English Teacher since. He is currently studying for his Masters of Education in TESOL at Temple University, Tokyo.

Tammy Slater worked in Japan between 1986 and 1994, first as a English teacher and later as a writer and editor of English language materials. She is the author of several ELT textbooks published in Japan. At present, she is a doctoral student in the Department of Language Education at the University of British Columbia, Vancouver, Canada, where she also works as a research and teaching assistant in the Faculty of Education. Her research interests revolve around educational linguistics, visual literacy, and the assessment of scientific writing in the teaching and learning of English. She can be reached for comment at <tslater@interchange.ubc.ca>.

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大和隆介（Yamato Ryusuke): 北陸大学 (Hokuriku University)
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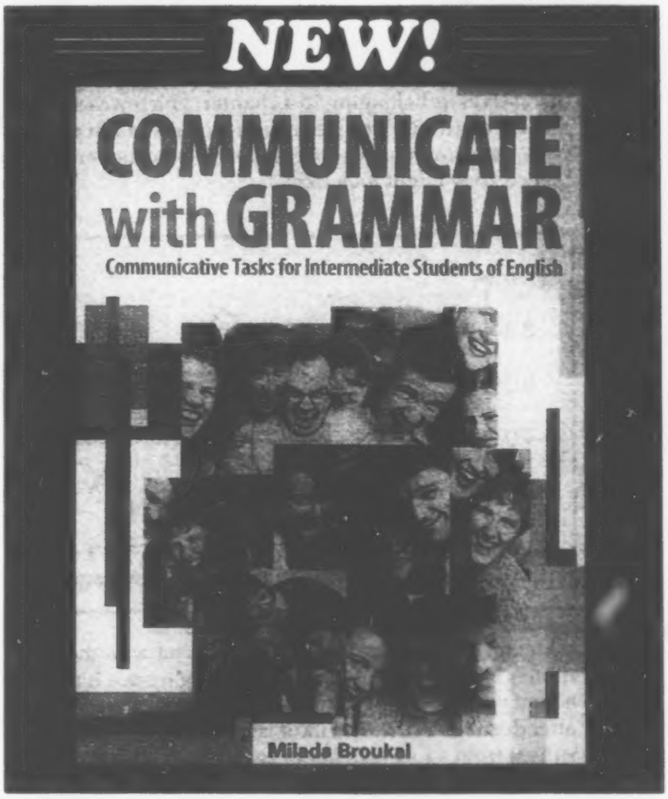

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A Chapter in Your Life

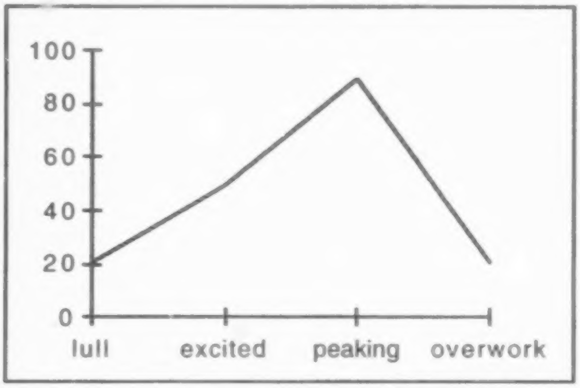
edited by joyce cunningham & miyao mariko

JALT Chapters are encouraged to submit a 900-950 word report (in English and/or Japanese) describing their activities, challenges, experiences, achievements, and opinions. This month, David McMurray, JALT National Treasurer, and David Brooks, JALT99 Program Co-Chair, describe the Metro and Non-Metro Chapter Exchanges that took place at JALT98.

Chapter Leadership Styles and Administrative Burdens

At JALT98 a special open forum was held to allow members to exchange ideas on how to analyze and improve the performance of their chapters. Interested attendees came from Akita, Niigata, Kanazawa, Fukui, Hamamatsu, Okayama, Kitakyushu, Toyohashi, Tokushima, and Miyazaki. The members consider their chapters to be small or mid-sized, and operating in a non-metropolitan city. Their membership ranges from 22 (Fukui) to 61 (Niigata).

Most of the representatives brought posters to explain their chapter activities. Everyone was eager to share their stories. At the outset of the meeting, members defined themselves as belonging to a chapter which was showing a spark of activity or those experiencing a lull in activity. On a time graph measuring up to 100 percent performance, they might look like:



Members and officers who were excited with their activities felt their chapters were reviving from a lull in activity. Membership was rising, meetings were better attended. For example, Fukui is in a lull right now and suffers from a low number of members but their officers are eager to increase attendance at meetings and are excited about making this happen. Toyohashi has successfully emerged from an extended period of low membership and poorly attended meetings. Akita has jumped into a re-excited stage. Miyazaki, Kitakyushu are still peaking and enjoying lots of events and participation from officers. Representatives from the Okayama chapter thought that they had hit a high plateau. Unfortunately, officers from Kanazawa and Niigata were feeling overworked and ready to give up for a while. Lastly, Hamamatsu was identified as a chapter characteristic of suffering from a lull in activities.

Leadership was one major variable which emerged from the testimonials of the attendees to explain the difference of stages in which the chapters found themselves. Varying leadership styles and charisma attract different proportions of Japanese and non-Japanese members and officers and varying levels of interaction with the community. Authoritarian chapter leaders work alone or tell their other officers exactly what to do. An authoritarian style permits rapid decision-making. Teachers who think of themselves as coaches often adopt this strategy. Volunteer chapter presidents who are very busy with their work and family life often just don't have sufficient time to share with other chapter officers. They find it easier to do the job by themselves, and often fear bothering their officers. A big disadvantage to this style is that other officers usually feel frustrated and even angry due to their lack of input. This could result in greater absenteeism at meetings and greater officer burnout especially when the leader is left to do much of the work by him/herself.

Laissez-faire chapter coordinators act as advisors and allow fellow officers to make most decisions themselves. This management style can increase officer creativity. Perhaps chapters experiencing a spark in activity are responding to this style. In addition, younger officers join the ranks and lots of ideas are generated. A disadvantage to this approach is that not all officers have the necessary experience or background to make these decisions.

Chapters on their way up or that have reached the top often have democratic chapter managers who ask their chapter officers for their ideas and suggestions before making decisions. Their chapter officers feel involved and have a greater self-worth with this management style. One disadvantage is that it can require a great deal of extra time and effort.

The grassroots meeting ended with members and officers agreeing to take these ideas on leadership and communication with their communities back to their non-metropolitan areas and see what they could do to help their chapters. *– David McMurray*

Metro Chapter Exchange: Advancing Cooperation

The JALT Metro Chapter Exchange is an ongoing grassroots discussion to address the situation of underparticipation and lack of leadership among chapters, especially those in metropolitan areas, and to seek creative, practical solutions and suggestions for better meeting the professional development and educational growth needs of JALT members in both the large cities and other regions of Japan.

A group representing Tokyo, Omiya, West Tokyo, Yokohama, Osaka, and Kyoto met at the JALT98 Metro Chapter Exchange in November at Omiya. We were seeking avenues for improving inter-chapter as well as Chapter/SIG communication and coordination, for the sharing of labor, publicity, Internet and information resources, and for cooperative planning to reduce officer overload.

Viewed solely from an administrative point of view, a solution may simply be sought by altering the structural organization of JALT. As a result, some proposals are being considered for easing chapter requirements for existence or even revising these requirements to make chapter membership optional. However, the central question remains: How can JALT as both a national and local organization foster interest and development in language teacher professional growth and actualize achievement in teacher knowledge, research, and reflective practice?

Improvements in the chapters' services as a way of making the above goal more achievable may take the form of:

1. Initiating a network of Metro Chapters for:
   (a) cooperative planning of all metro chapter events: meetings, fairs, workshops, and mini-conferences;
   (b) joint publications, such as combined newsletters, research monographs, teacher journals, lesson plans, or web sites.
2. Improving the links between the Chapters and the SIGs.
3. Making JALT meetings/events professionally attractive, e.g., giving some kind of credit or recognition for attendance and/or participation.
4. Learning from the experience of the successful Chapters/SIGs.
5. Collaborating on teacher development activities: peer coaching and mentoring, classroom action research support groups, exchange of teacher diaries, or lesson exchanges.

Anyone interested is invited to contribute to a mailing list for the JALT Chapter Metro Exchange. You can find more information at <http://jmcx.listbot.com>. There after signing up online, you'll be sent a confirmation request via e-mail. Once verified, send a message to <jmcx@listbot.com> to add your ideas. There is also a Web message board for posting ideas and discussing them at <http://www.delphi.com/jalt/>. Those without access to the Internet are welcome to address comments via fax to 042-358-9655, which will then be forwarded to the mailing list. *– David Brooks*

MACKENSIE, *cont'd from p. 14.*

Independent research is a skill that all students at all levels need to develop, and with readily available sources of knowledge in libraries and the internet, there is no reason why students shouldn't do their own research. Teachers might help by suggesting resources or giving tips on how to go about discovering useful, reliable information. Alternatively, the task of discovering resources with relevant information could be the focus of a class information gap activity.

I recommend letting students choose the project themes, as I did above. In addition to making an imaginative selection, the students consciously chose a product area with which all of them were unfamiliar, so that they all started on the same level—a wonderful idea that I had not anticipated.

Students found many things of value in the project, and most felt a sense of accomplishment and satisfaction upon completion. Many students made comments about thinking. One noted that this form of continuous project on a theme with definite stages and involving groups of learners helped her learn about logical thinking. Another student commented that the project helped her to build the habit of thinking constantly in English. Comments were also made about dealing with different people's ways of thinking: "Building up one idea with the other people who extremely had different ways of thinking" was noted as a very valuable experience, as was the sharing of knowledge among people from different backgrounds. For one student, the most important lesson was that, because of their different backgrounds, people think about different things in different ways. Difference was a major concern for a student intent on starting her own business who realized the need for distinctive ideas.

When students were asked what they would change, they mentioned personal and group-based factors such as group time-management, having a clearer product concept, preparing more for the presentation, thinking more about marketing, and being more organized. If I were to repeat this simulation, to help students, I would:

1. Prepare a student handout detailing the product development outline.
2. Prepare a handout which stated the aims of the project and emphasized the importance of process.
3. Pre-teach the language of clarification, volunteering, and agreeing/disagreeing.
4. Conduct class discussions about the skills of time-management and research.

Conclusion

Simulating a business environment in the classroom provided a realistic setting for negotiating meaning in a productive, fun, and imaginative way. Although students found the task difficult and straining on their personal relationships, they also found it very rewarding. As one student put it, "everything related to the project was important." Most of the problems students noted in their course feedback forms were exactly what I wanted them to experience and all but one student seemed to realize this. The students had to solve problems, be diplomatic, resolve conflicts, and think critically about their own and others' ideas. Though it was difficult at times, students realized that dealing with challenging communicative situations in a second language constituted a valuable learning opportunity.

Acknowledgments

Thanks to Kara Pierson for her invaluable help during this project and to Carol Fritsch and Nanci Graves for feedback on earlier drafts.

My Share

edited by sandra j. smith & oishi harumi

Tales from the Trenches: Stimulating Discussion

Christopher Glick, *Hokkaido University*

Problem:

Many instructors often complain that their students either cannot or do not want to discuss topics in class. For many students, confrontation, almost a requisite in many EFL textbook-style discussions, is something to be avoided, even if the topic is something they would truly enjoying discussing.

Solution:

To overcome such a barrier when you have pairs discussing binary topics (e.g., "Which is better, a fork or chopsticks?" or "The *kyoyobu* system is not good for students"), have students flip coins or do "jan-ken-pon" (rock, scissors, paper) to decide who will take which side. In the above example, each pair decides who (A-san) will flip the coin. If A-san flips "heads" (or, on a ¥ 50 coin, the number or *bangou* side), A-san chooses "fork" (or agrees, depending on the question); if tails (the picture or *e* side), A-san chooses "chopsticks" (or disagrees). The discussion can now begin, with the coin taking the blame for the inevitable confrontation. True feelings (*honne*) are no longer threatened, so students can really enjoy attempting to fatally dissect each other's reasoning.

While slow students might have a hard time understanding this concept initially ("But, teacher, I hate forks!"), they do catch on quickly. Most students also enjoy tongue-in-cheek warnings not to blind themselves or others with stray coins, if that is the option you choose for deciding sides.

Including Reading Material in an English Conversation Class

Ian Richards, *Tottori University*

Every week I have two English conversation classes of 25 and 30 students, one of first-year and one of second-year university students. Their levels vary somewhat, but fall mostly into the intermediate range, and they are quite well motivated if the class topic interests them. One way to find a suitable topic is to choose an article from an English language newspaper for discussion. Problems of shyness in this type of class can be overcome, I believe, if the teacher structures the lesson adequately. Here is a formula that I have been using, which has produced usefully noisy classes.

Choosing the Reading Material

Invariably, I choose a topic that my students already know a lot about. This means steering clear of topics such as international relations, current affairs, or even Japanese history and culture—topics which interest me—and concentrating on television programs, music, and occasionally sporting stars. Even music is tricky, because students' tastes vary a lot. Television works best, and for this reason I always check the Thursday entertainment section of my English *Yomiuri Daily*. A recent article about Nasubi, a comedian on the popular show *Susumu Denpa Shonen*, was perfect for my needs. At that time, Nasubi had been living alone in a one-room apartment for months, and trying to survive by sending off postcards for free samples in Japanese magazines.

Organizing the Class

At the end of a class, I presented my students with the Nasubi article and told them to read it for the next week's class. They were shocked by the article's length, but such Japanese newspaper articles are usually written in relatively uncomplicated English, and the students already knew the likely contents. I told them that this article would give them a foreign perspective on the program, that they should read it with their dictionaries, but that they did not need to understand every word. What they should understand were the main points, and they should be ready to come next week and tell me what those main points were—from memory. This further encourages them to read, and it is usually enough to ensure they prepare by reading properly. I do sometimes find a few students reading the article in the few minutes before class. Fortunately, their prior knowledge of the topic will usually carry them through.

I divide the students into groups of three. Then I give them three minutes or so to discuss the article in Japanese. This is a warmup, and it allows the stronger ones to help out the weaker. Then I stop them, and make them turn over their copies of the article so that they cannot be seen. I tell the students that they must each tell me something from the article they've read. It can be anything at all, a piece of information, a keyword or two, anything. I say that even one word is acceptable, but they must tell me something. Of course, I am very flexible about what I'll accept from students, depending on their levels. For some, getting out, "His name is Nasubi" will be quite a mouthful, but my best students may give me a lot more. I am ruthless about waiting until the students say something to me—I will not let them out-wait me—and I expect the next student to tell me something new, not merely to repeat what the previous student has said. This means that finding something to say gets harder with each new student. I select a couple of above-average students to go first, to get things rolling, then work my way through some of the weaker students and finish with the best.

Next, I hand out a sheet of six to eight questions based on the reading topic. Each group gets only one sheet, so that they must work together. These sheets have open-ended questions with many possible answers. With Nasubi, I asked such things as: "Think of a new nickname for Nasubi"; "What do you think is the biggest problem Nasubi has in his daily life? Why do you think so?"; and "If Denpa Shonen asked you to do this, would you agree? Why?" I appoint a leader who must speak for the group, and say that a group will get two points for each good, new answer for a question. They should think of as many answers as possible. I will record the names of the students in the group with the top score, and it will go towards their end-of-year mark. The students begin writing down answers on their sheets, using their dictionaries and discussing possibilities. I go around the classroom checking English (but not revealing anything to other groups). The students get about fifteen minutes to create answers.

Just before the question and answer session, I ask whether anyone has any questions about the English in the article. I wait until this point because I want to discourage the class from turning into a translation/grammar exercise. I want to encourage the students not to worry about understanding every detail in something they read, as such perfectionism can often prove to be a barrier. "I think you already understand enough to answer these questions," I tell them.

When the answer session (or answer orgy!) begins, a group leader must raise his/her hand to volunteer an answer. I take the first hand, then the next, and so on, so that the group leaders are soon competing for my attention. For every acceptable answer—even a frankly outlandish new nickname for Nasubi—I score two points beside the group's number on the blackboard. Group leaders can answer more than once, until their stock of answers is exhausted. Soon the students produce even more answers while their opponent-group leaders are speaking. Gathering answers for a question can go on for a long time, sometimes until I close the question and move on to the next one.

Often it takes five minutes to get through a question. It involves a lot of speaking, and volunteering to speak. After two or three questions, I appoint a new leader in each group, to make sure that someone else gets a chance to do the talking. With groups of three, everybody gets a chance. It makes no difference whether the leader is a confident speaker or not; the other members of the group will keep him/her supplied with things to say.

Quick Guide
Key Words: Speaking, Reading
Learner English Level: Intermediate to advanced
Learner Maturity Level: High school to adult
Preparation Time: Minimal (selecting an article)
Activity Time: One 90-minute class period

Shared Reading Journals

Jasna Dubravcic, *Showa Women's Junior College*

In spite of being aware that any assignments based on extensive reading may prevent students from enjoying reading, most reading teachers see a need to monitor students' learning through some kind of a follow-up assignment. The most exploited follow-up seems to be writing a book report with a summary and reaction included. Looking for some ways to make writing about books more appealing to students while maintaining, or even increasing, their interest in reading, I decided to try shared reading journals with my students.

Definition

A shared reading journal is a highly interactive and communicative activity in which two students write to each other about books they read.

Students' Task

At the beginning of the semester, students choose the partner with whom they will correspond about the books they read. Each pair needs a notebook for writing their letters. They take turns writing letters and exchanging notebooks in class or out of class. To achieve fluency in reading and writing, each student should write at least one letter per week.

Since each journal entry is written as a letter, students should start it with a date and greeting and finish with a closing. What comes in between has three parts. The first part is the response to the letter they received and includes their comments about the book their partner is reading. They can express their opinions about the content and characters, comment on their partner's reaction, or ask for some clarification of the summary.

In the second part of the letter, students write a summary of the book they have read. If they have not finished reading the book by the time their turn for writing comes, they can summarize only the part they read and continue it in the next letter. In this case, their partner will wait for the next letter with increased interest.

The letter ends with the third part, which includes students' reactions or opinions about the book. They are free to comment about what affected them most. For example, the focus of their reaction may include personality traits of a character, relationships between the characters, the reality of the plot, or their favorite part of the story. They can be also encouraged to look for any relevance of the story to their lives. Since very often students tend to present just general comments, a list of questions that they can address in their comments might help them.

Teacher as Monitor

A valid argument can be made that the teacher's access to students' letters might hinder genuine communication between students. However, since this a class activity initiated by the teacher to monitor students' reading and give them necessary guidance, there is a need for the teacher to step in. I usually collect students' notebooks once a week to read their letters and write my comments about their reading comprehension and writing. Since students may feel ashamed if their partner reads the comments that are not quite positive, I never write comments in the notebook but on a special comment sheet. Each student is given a comment sheet after each letter so that they know what improvements to make in their writing.

Regarding correcting grammar, usage, spelling, or other "form" mistakes, the literature on error correction has indicated that any corrections of this kind may prevent students from focusing on meaning. Moreover, having their corrected mistakes seen by their partner may make students feel embarrassed and turn their reading and thought-sharing into an unpleasant experience, particularly if they make more mistakes than their partner. On the other hand, some students expect the teacher to correct their mistakes and do not see a purpose for doing any writing assignment if their mistakes are not checked. This dilemma can be resolved by asking students whether they want to have their mistakes corrected, and if most of them want to, the teacher and students can agree on a number of corrections. If, for example, they decide on five corrections, the teacher will correct five mistakes, either choosing them randomly or targeting the ones that are more typical of this group of students. In this way, the fossilization of some mistakes may be avoided, while at the same time none of the students will feel embarrassed or discouraged since they all get the same number of red corrections.

Benefits

Changes in the students' reading and writing habits can demonstrate the benefits of shared reading journals. Reading their partner's letters may increase students' interest in reading. From their partner's letters, they can learn about other books and decide whether to read the same ones. Also, they may feel motivated not to read less than their partner does, particularly if their partner is a more avid reader than they themselves are.

Regarding their attitude towards writing about books they read, students might try harder to do the assignments on time if they know that their partner is expecting a letter from them. They may not see doing this as an assignment but as a means of sharing what they read and their opinions with someone of their own age. I often remind students that this is like chatting about a movie with their friend in the coffee shop or over the phone in the life.

Quick Guide
Key Words: Extensive reading, Writing
Learner English Level: False beginning to advanced
Learner Maturity Level: High school to adult
Preparation Time: None
Activity Time: Varies

Schwartz, cont'd on p. 29.

For example?

Freelancing, teaching in the workplace, or even just going into another field, such as computers, nonprofit organizations, or possibly consulting if you have some solid overseas experience.

What advice do you give to those looking for teaching positions?

What I generally tell those looking for work is that you can get a job if you're good—if you're the best in your field, you'll get the job. How do you be the best and beat everyone else out? You get involved! Get involved with your affiliates, get involved in TESOL, get involved in technology. These are things that you need to do to get ahead in the profession.

You use the word "involved." In the Japanese context we often use the word "connections."

In a way the term connections may be a little more honest. Getting involved leads to connections and that's the nature of this field. The single best way to get a position is to involve themselves in the field and then network, network, and network some more. People who don't know how to network usually have problems getting ahead.

Thank you very much.

My pleasure.

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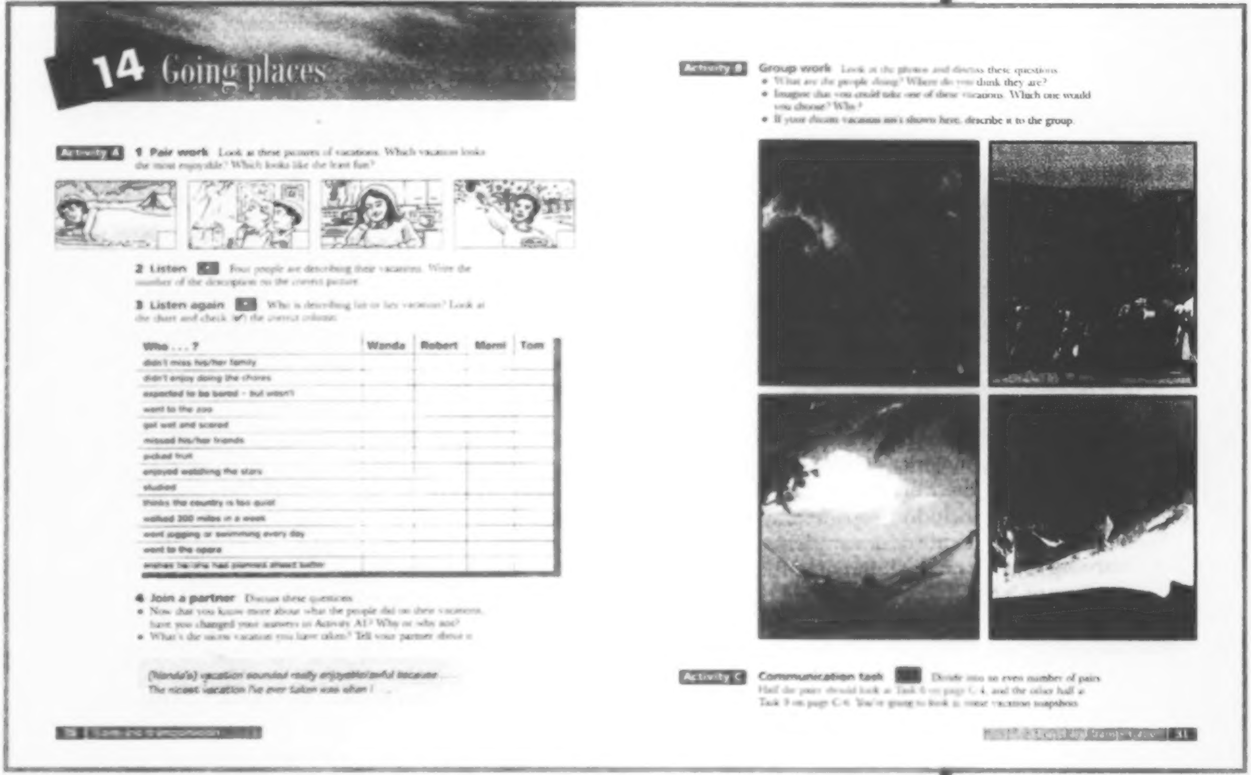


14 Going places

Activity A **1 Pair work** Look at these pictures of vacations. Which vacation looks the most enjoyable? Which looks like the least fun?

2 Listen Four people are describing their vacations. Write the number of the description on the correct picture.

3 Listen again Who is describing his or her vacation? Look at the chart and check (✓) the correct column.

Who . . . ?	Wanda	Robert	Momi	Tom
didn't miss his/her family				
didn't enjoy doing the chores				
expected to be bored – but wasn't				
went to the zoo				
got wet and scared				
missed his/her friends				
picked fruit				
enjoyed watching the stars				
studied				
thinks the country is too quiet				
walked 200 miles in a week				
went jogging or swimming every day				
went to the opera				
wishes he/she had planned ahead better				

4 Join a partner Discuss these questions.
- Now that you know more about what the people did on their vacations, have you changed your answers in Activity A1? Why or why not?
- What's the worst vacation you have taken? Tell your partner about it.

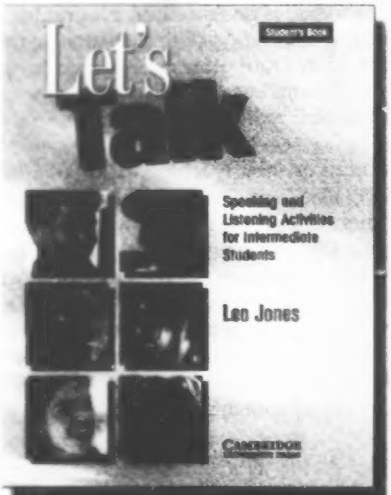
(Wanda's) vacation sounded really enjoyable/awful because . . .
The nicest vacation I've ever taken was when I . . .

Activity B **Group work** Look at the photos and discuss these questions.
- What are the people doing? Where do you think they are?
- Imagine that you could take one of these vacations. Which one would you choose? Why?
- If your dream vacation isn't shown here, describe it to the group.

Activity C **Communication task** Divide into an even number of pairs. Half the pairs should look at Task 6 on page C-4, and the other half at Task 9 on page C-6. You're going to look at some vacation snapshots.

If you could use an American English conversation course, designed for Japanese colleges and universities, with 30 units that can each be taught in one class hour...

Let's Talk



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Book Reviews

edited by katharine isbell & oda masaki

Internet Resources: ELT, Linguistics, and Communication. Kenji Kitao, Ph.D. Tokyo: Eichosha, 1998. Pp. xxxix + 647. ¥11,650. ISBN 4-268-00298-7.

In *Internet Resources*, Kenji Kitao has compiled probably the most comprehensive and wide-ranging guide yet published for language learners, teachers, and researchers in Japan wanting to make better use of the Internet. Based on Kitao's own homepage <http://ilc2.doshisha.ac.jp/users/kkitao/>, the book begins by explaining what the Internet is, how it works, and what it can do, as well as warning of some of the problems encountered when using the Internet. Subsequent sections provide extensive listings of electronic mailing lists and World Wide Web sites organized into categories, such as TESL/TEFL, linguistics, communication, computer-related education, language testing, and learning English and Japanese. Many entries have a brief description of the content of the list or site, and for some there are detailed instructions for using the resource effectively. Whilst the vast majority of references are for sites in and about English, there are some resources dealing with other languages including Japanese.

Teachers who want to introduce students to the potential of learning English on the Internet will find a wealth of useful ideas in *Internet Resources*. I used it in my classes to help students access websites where they could learn English, find out about current events from online newspapers, set up keypal exchanges (electronic penpals), locate language schools for study abroad, read and contribute to electronic journals for English learners, and use mailing lists to share ideas and opinions with students of English in other countries. For each activity, I gave students a small selection of the references recommended by Kitao, guided them through one reference, and then let them explore the others by themselves. At the end of each class, students reported back to me by e-mail on how enjoyable the activity had been and which sites they had found most useful.

Kitao has also compiled many useful online teaching resources for the non-computer-based class. One chapter is devoted to information about the U.S. and includes websites on American geography, government, history, and holidays. Other chapters contain links to information about other countries, principally Australia and Britain. Lesson plans and teaching materials, for TEFL as well as literary, historical, social and cultural studies, are also listed.

Sections on jobs, teaching in Japan, publishers' sites, mailing lists, and electronic journals for TEFL/TESOL and linguistics all suggest how teachers can use the Internet for their own professional development. For those involved in research and writing, Kitao has information about publishing on the Internet and academic search tools for accessing libraries, databases, and other online collections of journals and articles.

The book's main drawback is its size. With 55 chapters and a table of contents that alone runs to 25 pages, *Internet Resources* takes a while to get used to, ironically reproducing some of the problems of navigating through cyberspace itself. The price may also be more than some want to pay for a personal copy, but every language teaching institution should definitely have at least one copy for reference.

A final reservation is that, although the book explains fairly clearly how to use the various elements of the Internet, there are more concise and accessible guides available for those about to take their very first steps into cyberspace. But for those, like myself, who have had some experience on the Internet, and want to know more about what is out there and how to navigate through it, *Internet Resources* will be an inspiring and invaluable guide.

Reviewed by Michael Nix, Chuo University, Tokyo University of Foreign Studies, Waseda University

Computer Literacies: Working Effectively with Electronic Texts. Chris Corbel. Sydney: National Centre for English Language Teaching and Research, Macquarie University, 1997. Pp. iv + 137. $29.50 AUD. ISBN 1 86408 330 1.

Complemented by a diskette containing sample files, *Computer Literacies: Working Effectively with Electronic Texts* is a course "about transferring your existing literacy skills from paper-based texts to electronic texts" (p. 1). The Introduction outlines course goals, ideal software requirements (Microsoft 6.0 or 7.0, Encarta, Netscape, PowerPoint, and Internet Assistant), prior user knowledge, and content organization.

The format of the Reading Unit and the Writing Unit is similar: a preview, a specific application and related learning goals, step-by-step operations to various subcategories of the application, suggestions for further information, and a section summary table. Common characteristics of electronic texts are thematically discussed within the framework of visual impact, interactivity, modularity (windows and screens), navigability, search commands, and integration.

The Reading Unit is divided into five sections, focusing on reading strategies for task-support hypertext, exploratory hypertext, webpages, presentations, and word-processed documents respectively. For example, Reading a Word-Processed Document provides both a paper-based version in the book and an electronic version on diskette of the same document to enable the learner to compare and contrast the two realizations of the same text. In contrast to paper-based text, the electronic text exists in an environment with visual indicators (icons, buttons, toolbars); interaction capabilities (zoom, view, editing); modular structure in the form of screens as pages; textual navigation options (bookmarks, scrolling); search functions (find, go to); and integration possibilities within and across applications.

The three sections in the Writing Unit discuss writing a word-processed document, a presentation, and a web page. Transitioning from the Reading Unit material, Writing a Word-Processed Document, for example, focuses on only "three of the six electronic textual characteristics: modularity, interactivity, and navigability" (p. 79). The student is afforded an opportunity to experiment with writing modularity by converting and modifying an outline, changing content order, creating an outline, inputting and editing text, and numbering in that sequence. Interactivity touches on overall document appearance, templates, formats, and edit commands while navigating the document includes hands-on activities with links and footnotes.

The final unit, Computer Literacies, provides suggestions for working effectively online and creating imaginative uses for electronic texts. A categorization of skills in a performance checklist, a 12-word glossary, and 18 current references complete the book.

Computer Literacies provides overviews of software applications, using them principally as vehicles for a beginning exploration of the thematic concepts. The intended audience is native speakers of English who desire either an intellectual formulation of features common to a variety of commercial packages or a cognitive rehearsal for future in-depth, more conventionally sequenced instruction. The seasoned veteran of computer applications will find an explicit accounting of what has been implicitly assimilated through use and, as a result, will enjoy the book as a captivating interpretation of the electronic text. For the novice, the course employs technology educationally in order to develop an awareness of the possibilities deep in the computer, thereby aiming to lead the student to enhanced academic productivity, efficiency, and achievement. The classroom teacher in an ESL setting is strongly advised to assess student readiness for instruction in this area and to exercise caution to ensure that the learner is familiar with basic computer operations—including saving to and retrieving from diskettes—and terminology; has the appropriate level of English to tackle both the practical and conceptual explanations; and can work independently with printed directions.

Reviewed by Robert Baines, Meiji University and Carole Tait, Berlitz Japan, Inc.

Building TOEIC/TOEFL Test Taking Skills (Student book). Douglas E. Forster and Richard Kam. Tokyo: Aratake Publishing, 1997. Pp. v + 146. ¥1,800. ISBN 4-87043-134-3.

Building TOEIC/TOEFL Test Taking Skills is intended for a relatively select group of students who wish to prepare simultaneously for both the TOEIC and TOEFL exams, and who already have a familiarity with and understanding of the format of both tests. It is stated on the cover slip that the text is "appropriate for use in university English course tests."

The book is neatly divided into two main parts entitled Listening Comprehension and Reading Comprehension respectively. Within each part similar sections on the TOEIC and TOEFL exams are compared. For example, in the listening part there is a chapter which compares the TOEIC Part III and TOEFL Part A listening sections. In each chapter the relevant test instructions are briefly introduced in Japanese and English. A test taking strategy, such as scanning the initial "Wh-" question words in the multiple choice answers first before listening to the recording, is introduced. Test examples follow with an explanation of the answer choices. Additional practice exercises follow these.

A tape script with answers for the listening sections is provided at the back of the book and can be easily detached and used separately—a simple but useful feature which is often neglected in many other similar publications.

Charts are used effectively to present and summarize key information for students. For example, a chart on page 9 contrasts high frequency conjunctions of time such as "already-as-after" and a chart on page 14 lists high frequency homonyms and words with similar but not identical sounds. My students in a TOEIC exam preparation course found these useful since the charts served to heighten their awareness of specific language items. In further work, I asked the students to brainstorm and complete similar charts with their own examples in small groups. Students then gave an example sentence using the homonyms from their chart. Listening carefully, the other students deduced the meaning of the homonym from the given context.

There are too few explanations of the idioms which are provided as answers to the conversation completion exercises. These could be covered in more depth. With regards to vocabulary, there is nothing mentioned in the text which alerts students to or prepares them for one major difference between the TOEIC and TOEFL exams. The TOEIC contains vocabulary related primarily to business contexts including such things as standard business letters in the reading section while the TOEFL exam has a vocabulary connected to college life and related subjects. Indeed the exams are generally intended for two different purposes: the TOEIC for screening prospective job applicants in Japan and the TOEFL for preparing college-level students for overseas study.

The idea of comparing similar test taking strategies for the two exams is attractive. However, teachers and students must be made aware that the strategies employed are similar but not identical. Treating similar strategies as if they are identical is misleading and confusing for the students. Perhaps focussing on clear differences between the tests might be more effective than comparing similarities.

In conclusion, combining test taking strategies for two different tests in one book means that neither test is covered in sufficient depth for students in this one volume. Since the vast majority of students in Japan prepare intensively for either the TOEIC or TOEFL exam at one time, a textbook which focuses on just one test would be of more practical use to the vast majority of students and exam preparation course teachers.

Reviewed by Nathan Edwards and Sugihashi Tomoko, Tokyo YMCA College of English (Senmon Gakko)

Effective Socializing (Student's Book). Jeremy Comfort. Oxford: Oxford University Press, 1997. Pp. 88. ¥2,700. ISBN-0-19-457096-7. Video (21 mins.), ¥24,000. ISBN-0-19-459005-4

The importance of matching commercial EFL materials to the needs of teachers and students has received considerable attention in the literature over the past decade (see Brown, 1995; Nunan, 1995; Scarino, Vale, McKay, & Clark, 1988). Recent growing demand in Business English resources, rather than making a teacher's task of choosing the appropriate ones more "daunting" (Balance, 1998, p. 45), better allows for these specific needs to be met.

Effective Socializing, one of the Oxford Business English Skills series, is an advanced-level course "designed for professional people who need to use English in social situations, within and beyond the work environment" (back cover). In addition to the Student's Book and video reviewed here, there is also an audiocassette and Teacher's Book available. Unlike most sets of course materials, however, this one is designed around the video component which "acts as a focus for all the activities contained in the Student's Book [and] is essential as the starting point for each unit" (p. 4, Introduction). The course's eight units follow the experiences of two business people (one Danish, one Spanish) who are visitors to a British engineering firm. We see them being welcomed to the company, getting to know staff in the workplace, going to the CEO's place for dinner, and socialising in the pub. Each unit is divided into three sections, which correspond to the three goals of language learning (Scarino et al., 1988), namely: communication skills, language knowledge and socialising practice.

Despite being theoretically sound, capably acted, and well produced, the video's approach falters with the presentation of learning material. Each unit presents us with two versions of the same social situation in scenes lasting about one minute and twenty seconds each. Version 1 models inappropriate behaviour which leaves the visitors feeling confused or upset; version 2 suggests a more appropriate model for successful communication. This manner of presentation is questionable on two counts: firstly, it gives unnecessary coverage to a form of behaviour we do not want students to model; and, secondly, because it presumes that learners from non-English speaking backgrounds will either not share, or not understand, the cultural values presented here. It is clear that polite social behaviour has a recognisable common denominator, irrespective of your cultural background. I am sure that social faux pas such as ignoring your guests would be deemed just as inappropriate in Japan as in Europe.

On the positive side, sections of the Student's Book worked well in my classes, including the Language Focus (formal vs. colloquial speech, idiomatic expressions) and Culture Notes (taboos, women in the workplace). Changing trends in British English usage were noted and the importance of context (pub vs. office) and participants (business associates vs. friends) in determining appropriate speech were emphasised. I also liked the inclusion of video transcripts and answer sections in the Student's Book, though this left the main body of the text a little light at 47 pages.

Although commercial videos can be effectively employed as classroom resources, deeming them "essential" components of a course could limit their suitability, given the initial purchase costs and limited learner access. Being confident and polite in social situations is not only an important part of business behaviour, but could equally apply to any context in a general EFL resource. Notwithstanding the reservations expressed about the video component of the course, I could recommend *Effective Socialising* especially to advanced-level Japanese learners planning an extended stay in Britain.

Reviewed by John Luff, University of Southern Queensland

References

Balance, T. (1988). Review of Video Conference. *The Language Teacher*, 22 (8), 45.

Brown, J. D. (1995). *The elements of language curriculum*. Boston: Heinle and Heinle.

Nunan, D. (1995). *Language teaching methodology*. Hemel Hempstead: Phoenix ELT.

Scarino, A., Vale, D., McKay, P., & Clark, J. (1988). *The Australian language levels guidelines*. Canberra: Curriculum Development Centre.

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of March. Please contact Publishers' Reviews Copies Liaison (address p. 2). Materials will be held for 2 weeks before being sent to reviewers, and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

*Brown, D. (1999). *Voyages 1* (student's, workbook, teachers', cassette). New Jersey: Prentice Hall Regents.

*Chinnen, C. (1998). *English live* (student's, teacher's, cassette). Fukuoka: Intercom Press Inc.

*Cronin, J. (1999). *English 101* (student's). Kyoto: Artworks Int.

!MacGregor, L. (1999). *Pathfinder 1* (student's, teacher's, cassette). Tokyo: Macmillan.

!MacGregor, L. (1999). *Pathfinder 2* (student's, teacher's, cassette). Tokyo: Macmillan.

*Wilson, W. & Barnard, R. (1998). *Fifty-fifty 2* (student's, teacher's, cassette). Singapore: Prentice Hall ELT.

Grammar

Folse, K. (1998). *Clear grammar 2: Activities for spoken and written communication*. Ann Arbor: University of Michigan Press.

Listening

*Ardo, S. (1996). *Management English listening* (student's, cassette). Egypt: Prentice Hall Phoenix ELT.

Reading

*Saitz, R. & Stieglitz, F. (1998). *Workout in English: A reader workbook* (student's, test pack). U.S.A.: Prentice Hall Regents.

Writing

*Gabbrielli, R. & Harris, J. (1996). *Write about it, talk about it* (student's, teacher's). Fukuoka: Intercom Press Inc.

*Rooks, G. (1999). *Share your paragraph* (student's, teacher's). New Jersey: Prentice Hall Regents.

Still Available

To receive a list of materials not requested during 1998 and still available for review, contact Publishers' Reviews Copies Liaison (p. 2).

Basics in Speaking
Strategies in Speaking

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Michael Rost

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✂- -

Please send me an inspection copy of* ☐ ***Basics in Speaking* ☐ ***Strategies in Speaking*** *to consider for class adoptions.*

Name: Mr/Ms .... School Name: ....

Address: Home ☐/School ☐ ....

Tel: Home ☐/ School ☐.. e-mail address : ....

Titles in use : .... No. of students you teach: ....

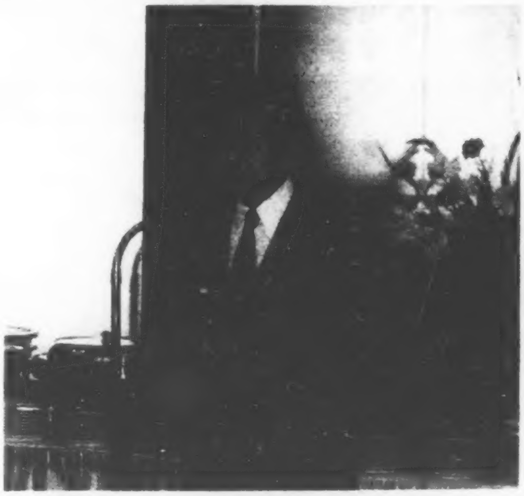
Addison Wesley Longman
1-13-19 Sekiguchi Bunkyo-ku Tokyo 112-0014
TEL:03-3266-0404 FAX:03-3266-0326
e-mail address: longman@ljkk.com

LONGMAN

LG3/99

Memorial to a Friend and Teacher

Shigeo Imamura



On December 24, 1998 many in the EFL profession lost a friend. Those of us in JALT also lost a valuable member. Our Past President passed away on after suffering from cardio-vascular complications. A quiet ceremony was held for his family, friends, and colleagues on December 25 in Himeji. The JALT membership was represented at the funeral and offered a remembrance to the grieving Imamura family.

Shigeo Imamura's life spanned two cultures. He was born and brought up in California until age ten. Then he travelled to Matsuyama, Japan and finished elementary school through college. He went back to the U.S. where he received an M.A. degree in Linguistics from the University of Michigan. He then took the position of instructor of English at Ehime University until he was offered a position as associate professor of ESL at Michigan State University. Returning once again to Japan after 20 years in the U.S., he taught as professor of English at Aoyama Gakuin University for six years, and then became director of the Language Institute of Himeji Dokkyo University. He remained teaching at Himeji Dokkyo University until the end.

The JALT electorate chose him to be their Vice President in 1991. When asked by the JALT executive board to fill a vacancy at the presidency he gracefully accepted. During his tenure with JALT he coined our current name in English, The Japan Association for Language Teaching.

Many members remember him best for his ability to bridge the Japanese and foreign members community in JALT. He happily celebrated with many at the 20th anniversary of JALT at JALT94 in Matsuyama and he also officiated at JALT95 in Nagoya. He was mentor for English students in America and all around Japan. Many of his students have gone on to be excellent teachers of English. We will all remember him well.

With respect,
David McMurray, Immediate Past President of JALT

JALT News

edited by thom simmons

The first JALT Executive Board of 1999 met January 30 and 31 to deliberate, consult, consider, and finally vote on an operating budget for the period ending March 31, 2000. The Board was presented with a draft budget that proposes a break-even balance. This was the first time this has happened in five years. National Treasurer David McMurray and his Finance Committee team of Amy Hawley, Tadashi Ishida, Barry Mateer, and Motonobu Takubo presented the national budget to the Executive Board. Total revenues are being forecast at ¥93,810,881. Membership revenues are forecast to remain stable, advertizing in *TLT* will fall, and conference revenues are expected to drop. To make up for the lower revenues, the Executive Board was asked to consider accepting a plan to keep expenses under ¥93,810,881. This can be achieved by reducing meeting costs, keeping administration low, cutting volunteer officer budgets by more than 20 percent, holding the line on conference spending and decreasing publication expenses. Due to the need to place information in *TLT* well in advance of the actual events, we will also post this information in a more timely manner on the JALT JENL Webpage at <http://www.seafolk.ne.jp/kqjalt/jenl.html>

1999年度第一回JALT執行委員会が1月30日と31日に開催され、慎重な審議を重ねたうえで、2000年3月31日を期限とする予算に対する投票を実施しました。予算案は損益なしのものとして提示されました。これは過去５年では初めての出来事です。会計委員長David McMurrayと財務委員会は予算案を執行委員会に提示しました。歳入予定として93,810,881円が計上され、会費収入は現状維持、『TLT』への広告収入及び年次大会収入は減収が想定されました。歳入減少を補填するため、執行委員会は歳出予定を93,810,881円以下に押さえることを提示しました。これは、会議費、執行予算の削減、ボランティア役員予算の20％以上削減、年次大会支出の維持、出版費用の削減により可能となります。今後の詳細については『TLT』、またはJALT Web pageでご覧ください。

Bulletin Board

edited by david dycus & kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form.

Bulletin Boardへ投稿ご希望の方は、要約やアウトラインの形式ではなく、column editorの指示する段落形式に従ってご投稿ください。

投稿募集投稿募集-*TLT* Special Materials SIG Issue

「TLT」教科書特集号は、2000年3月に出版されます。多くの語学教師は、教科書の使用、授業のための教師による教材作成、教材の出版、そして、専門の教材作成者などとして、何らかの形で教材に係わっています。教材作成への基となる枠組みを示唆する論文、意見、見解を募集しています。英語、日本語（できれば、英文要旨を添付してください）どちらでも構いません。幼児から大人まで幅広い層に訴える記事を望んでいます。ご自身で、教材開発をしている語学教師の皆さんの寄稿を歓迎いたします。2000年向けのテキスト・コースブックの作成をしている出版社は提出してくださるようお願いいたします。1999年6月1日までに原稿をお願いいたします。なお、教材開発に関するレビューは、JALTのアンダーカーバーでみられます。詳細は、英文を参照して下さい。

Call for Papers: *TLT* Special Materials SIG Issue—A special issue of *The Language Teacher* focusing on materials is scheduled for publication in March 2000. Almost every teacher is involved with materials in some way, either by using materials, creating their own materials for the classroom, publishing materials themselves, or publishing materials professionally. We especially invite submissions in either English or Japanese (if possible, please include an abstract in English) of feature, opinion, and perspective articles that provide a principled framework for materials production. We are hoping for articles with a broad appeal, ranging from materials for children to adults. Any materials publishers with new textbooks or coursebooks (at any level) for the 2000 academic year are invited to submit them for a materials survey review. Current reviews of books related to materials are also being sought for the reviews column. Please submit your manuscripts by June 1, 1999. Materials from publishers should be received before September 1, 1999. Send submissions and enquiries in English to: Kent Hill, Kimigatsuka Haitsu 2-D, Minami Kimigatsuka Machi 20-14, Onahama, Iwaki-shi, Fukushima-ken 971- 8169; t/f: 0246-54-9373; <kentokun@mail.powernet.or.jp>; in Japanese to Hagino Hiroko, 5-26-31-101 Nakano, Nakano-ku, Tokyo 164-0001; tel/fax (03)3319-0046; <hhagino@twics.com>.

***The Language Teacher* 英語校正担当者募集**

「The Language Teacher」では編集の手伝いをしていただける英語校正担当者を募集しています。応募資格は以下の通りです。a) 会費を納入しているJALT会員であること、b) 第二言語／外国語教授の経験があること、c) 日本に在住していること、d) Macintoshコンピューター(またはMac MS Word形式のファイルが読めるコンピューター)、ファクス、e-mailが使えること、e) 「The Language Teacher」の編集に貢献できること。応募される方は履歴書に手紙を添えてWilliam Actonまで提出してください。連絡先は英文をご参照ください。

Position Announcement for *The Language Teacher*—English language proofreaders are required immediately to assist with the production of *The Language Teacher*. Interested applicants must: (a) be a JALT member in good standing; (b) have experience in second/foreign language teaching; (c) reside in Japan; (d) have a Macintosh computer (or a computer that can read and write Mac Microsoft Word-formatted files), a fax machine and e-mail access; and (e) be committed to contributing to the production of *The Language Teacher*. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872. E-mail:<i44993g@nucc.cc.nagoya-u.ac.jp>. Applications will be taken on an ongoing basis.

Of National SIGnificance

edited by tom merner

Bilingualism
<http://www.kagawa-jc.ac.jp/~steve_mc/JALT-BNSIG.html>

Members receive our newsletter, *Bilingual Japan*, six times a year. Each issue addresses topics concerning bilingualism and biculturalism in Japan. We also sell occasional monographs on bilingualism and the annual journal, *The Japan Journal of Multilingualism and Multiculturalism.*

会員は当部会のニューズレター『バイリンガル通信』を年６回受け取ります。これは日本における様々なバイリンガリズムや多文化の研究についての記事が掲載されています。また、バイリンガリズムに関するモノグラフと年一回発行される研究ジャーナル『多言語多文化研究』も販売しています。

Computer-Assisted Language Learning
<http://jaltcall.org>

The new CALL SIG book, *Teachers, Learners, and Computers: Exploring relationships in CALL,* is now available. Visit the CALL site for purchasing details and to find out about CALLing Asia, the 4th Annual JALT CALL SIG Conference on Computers and Language Learning, which will meet May 22-23, 1999 with events on the 21st and 24th at Kyoto Sangyo University in Kyoto.

コンピューター利用語学学習部会の新刊「Teachers, Learners, and Computers: Exploring relationships in CALL」が出版されました。本書の購入方法および５月22日から23日まで京都産業大学で開催される第４回当部会会合につきましては当部会サイトをご覧ください。

College and University Educators
<http://interserver.miyazaki-med.ac.jp/~cue/1.html>

The College and University Educators SIG (CUE) would like to announce an ongoing *call for papers* in the following categories: Features Section, Notes from the Chalkface (articles about successful classroom techniques), What They're All Talking About (reviews of websites, books, etc.), My Two Cents (opinion pieces). Beginning in 1999 there will be a "Reader's Choice Award" given at the end of each year to the article voted "most interesting/informative" by CUE members. Contact Bern Mulvey <mulvey@edu01.f-edu.fukui-u.ac.jp> for information.

大学外国語教育部会では、特集記事、成功した指導方略案、書評、意見等会報掲載のための記事を募集します。また、今年より年末に部会会員によって選ばれた最も興味深く、有益な記事には賞が贈られます。詳細は、Bern Mulvey (連絡先は英文参照)まで。

Materials Writers

Materials Writers is dedicated to continually raising the standards in the creation of language teaching materials, in all languages and all media. To receive a sample copy of our newsletter, please contact the coeditors at <cjpoel@zb3.so-net.ne.jp>.

教材開発部会は常にあらゆる言語のあらゆる媒体における言語指導教材開発の水準向上を目指しております。会報の見本をご希望の方は編集担当者<cjpoel@zb3.so-net.ne.jp>までご連絡ください。

Professionalism, Administration, and Leadership in Education

<http://www.voicenet.co.jp/~davald/PALEJournals.html>

Our SIG has webbed its Dec. 1998 *Journal of Professional Issues* at<http://www.voicenet.co.jp/~davald/PALE1298.html>. The focus is on employment abuses at Kumamoto Prefectural University (8 articles), plus an essay on the rights of renewable-contract workers.

当部会会報「Journal of Professional Issues」1998年12月号が<http://www.voicenet.co.jp/~davald/PALE1298.html>にアップロードされました。熊本県立大学での雇用問題(8記事)や更新可能な雇用契約労働者の権利等に関する記事が中心です。

Teaching Children

The Teaching Children SIG provides a forum for language teachers of children. Our quarterly newsletter, *Teachers Learning with Children*, addresses practical teaching methods and issues in this field. The focus of the January 99 issue is Phonics and the April 99 issue is Using Picture Books in the Classroom and Reading.

児童教育部会は子供を教える教師の皆様のためのフォーラムを提供しております。年4回発行の会報「Teachers Learning with Children」は児童への語学指導に関する事柄や実用的な指導案等を掲載しております。99年1月号は「フォニックス」、4月号は「絵本の導入」と「リーディング」を特集します。

Teacher Education

<http://members.xoom.com/jalt_teach/>

On June 19th and 20th we will be hosting a two-day conference and workshop on "testing and assessment for learners, teachers and trainers"at the Kyoto International Community House. Please note the change of dates from earlier notices. For a copy of the call for papers, registration material, or further information contact Janina Tubby at <janina@gol.com>, or c/o Sumikin Intercom. 7-28 Kitahama 4-chome,Chuo-ku, Osaka 541-0041. t: 078-845-5768.

Video

<http://members.tripod.com/~jalt_video/>

Would you like to turn an excerpt of your favorite film or television program into a language or culture lesson for your classes? Join the Video SIG and learn how. Our newsletter, *Video Rising*, is full of suggestions and advice on how to turn all sorts of video materials into successful lessons.

お気に入りの映画やテレビ番組を自分の外国語クラスあるいは文化クラスの授業にご利用になりたい方、当研究部会に入会すると、その有効な利用が出来るうになります。「Video Rising」と呼ばれる私達のニュースレターには視聴覚教材の有効な利用法のアドバイスが満載です。ホームページのアドレスは上記英文をご覧下さい。

SIGs in the Making

Foreign Language Literacy

Attention: There has been a change in policy. Members of forming SIGs must also renew every year. Please rejoin the FL Literacy SIG by writing "FL LIT SIG" on the *furikomi* form and adding ¥1500 to the payment. Sorry for the inconvenience, but it can not be helped. Thanks for your continued support.

御知らせ:JALTの方針変更に伴い、申請中の分野別研究部会の会員も毎年会員資格の更新の必要あることとなりました。JALTの会員資格を更新するときに、振り込み書に「FL LIT SIG」と書き、支払い総額に部会費¥1,500を含めて下さい。ご迷惑をおかけして、申し訳ありません。

Other Language Educators

The OLE forming SIG has put out its Newsletter 13, featuring an article by Jack Kimball, on "communicative" alternatives, and also containing information on sites for learning other languages beyond English. The newsletter also includes complete information on submissions to JALT99. OLE is submitting papers for a SIG-Forum and a German and possibly a French workshop. We have also submitted two papers for the JALT98 proceedings. A number of local activities are in planning.

当部会会報13号が発行となりました。様々な記事の他、英語以外の言語の学習に関連したサイトに関する情報や、JALT99への応募方法の詳細等を掲載しております。OLEでは、SIGフォーラムとドイツ語およびフランス語のワークショップを開催する予定です。各地での活動も計画中です。

SIG Contact Information

Bilingualism-*Chair*: Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>
Computer-Assisted Language Learning-*Coordinator*: Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-4-0341(w); <holmes@nucba.ac.jp>
College and University Educators-*Coordinator*: Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp >
Global Issues in Language Education-*Coordinator and Newsletter Editor*: Kip A. Cates; t/f: 0857-28-2428(h); <kcates@fed.tottori-u.ac.jp>
Japanese as a Second Language-*Coordinator*: Haruhara Kenichiro; t: 03-3694-9348(h); f:03-3694-3397(h); <BXA02040@niftyserve.or.jp>
Coordinator: Nishitani Mari; t: 042-580-8525(w); f: 042-580-9001(w); <mari@econ.hit-u.ac.jp>
Junior and Senior High School-*Coordinator*: Barry Mateer; t: 044-933-8588(h); <barrym@gol.com>
Learner Development-*Coordinator*: Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>
Material Writers-*Chair*: James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>
Professionalism, Administration, and Leadership in Education- *Membership Chair*: Edward Haig; f: 052-805-3875 (w); < haig@nagoya-wu.ac.jp >
Teaching Children-*Coordinator*: Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com>(English); <elnishi@gol.com>(Japanese)
Teacher Education-*Coordinator*: Neil Cowie; t/f: 048-853-4566(h); <cowie@crisscross.com>
Testing and Evaluation-*Chair*: Leo Yoffe; t/f: 027-233-8696(h); <lyoffe@thunder.edu.gunma-u.ac.jp>
Video-*Coordinator*: Daniel Walsh; t: 0722-99-5127(h); <walsh@hagoromo.ac.jp>

SIGs in the Making

Foreign Language Literacy-*Joint Coordinator (Communications)*: Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>
Other Language Educators-*Coordinator*: Rudolf Reinelt; t/f: 089-927-6293(h); <reinelt@ll.ehime-u.ac.jp>

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Ibaraki: *December 1998*—**Exclusionist Policies,** by Tony Laszlo. Commencing with the 1903 case of Lafcadio Hearn, the presenter reviewed and familiarized us with the historical situation of foreign English teachers on yearly contracts for Japanese universities. In 1982, suddenly many *gaikokujin kyoshi's* jobs were terminated. Quietly, but firmly, Laszlo informed us of the degree of legal protection foreigners in either private or national universities might expect. Finally, we were made aware of certain measures that might be taken if jobs were threatened or lost. The presenter concluded with the opinion that striving to improve this situation is in the interests of all if Japan is to continue attracting highly qualified academics throughout the world. *(Reported by Joyce Cunningham)*

Kitakyushu: *October 1998*—**Multicultural Families,** by Yoshida Kensaku, Ryan Makoto Takeuchi, Miyuki Choi Takeuchi, and Dominic Marini. Yoshida Kensaku related his personal experience of attending elementary school in North America, where he quickly learned English without help from home or special English classes at school. Upon returning to Japan for junior high school, he found himself unable to read or write Japanese. Despite feeling neither Western nor Japanese, acceptance by friends and parents eventually raised his self-esteem. According to Yoshida, a bilingual is not a person with two separate identities but a person with a unique identity based on both languages and cultures.

Ryan Takeuchi shared his experience of growing up as a third-generation American of Japanese descent in Hawaii. Only after moving to Japan did he realize that many customs he had taken for granted as American were Japanese in origin. Since the birth of their children, he and his wife have used the one-parent, one-language approach in order to give their offspring a broad exposure to their parents' languages and cultures.

Miyuki Takeuchi talked about how she came to appreciate and love the culture and language of Japan, her country of birth, Korea, where she studied and worked after college, and the United States, where she lived with her husband. She expressed confidence that people are learning to abandon past divisions in order to live together in greater understanding and harmony.

Dominic Marini's childhood was spent living in Spain and Canada for part of each year. From his own experience of forgetting and relearning English and Spanish, he assured parents that children are resilient and can handle the stress of a bilingual upbringing. He concluded that identity does not become a problem for a multicultural child until others begin to question it. *(Reported by Margaret Orleans)*

Nagasaki: *November 1998*—**Learner Autonomy,** by Leni Dam and David Little. Leni Dam opened the presentation by explaining the meaning of learner autonomy. She defined it as a situation in which a learner is willing and capable of taking control of his or her own learning. According to Dam, this does not entail an abdication of responsibility on the part of the teacher, but rather creates room for negotiation and discussion about different learning needs, purposes, and styles. For example, a sample plan of a teaching/learning class would begin with the teacher fostering a positive environment and presenting some useful activities, followed by learner initiated and directed activities such as planning or sharing homework. It might also involve individual, pair and group exercises, and evaluation. The class would close with a plenary session featuring joint work, events, or feedback.

David Little gave a theoretical overview, reiterating that learning is both dependent and independent, rooted in socially interactive communication used as a channel for skills and knowledge. *(Reported by Timothy Allen)*

Nara: *May 1998*—**The Black American English Controversy,** by Kathleen Yamane. The presenter discussed the recent Black American English or "Ebonics" controversy. In December of 1996, the Oakland Board of Education in California officially adopted the position that Ebonics was a separate language, equivalent to other second languages.

A quarter of all children in California are defined as being of "limited English ability." State law mandates that they receive help in their mother tongue. For this purpose, the state allocates $300,000,000 annually, of which 80% goes to Spanish language programs, with the remainder spread among 50 other languages.

In Oakland, 53% of all students are African-American. In 1996, 64% of Oakland students receiving failing grades and 19% of non-graduating students were African-Americans. These figures prompted the Oakland proclamation on Ebonics. According to the official statement, Ebonics is linguistically based, and developed from African languages that bear no relationship to English. The Oakland Board of Education adopted this interpretation mainly to tap into the California state funds for separate language classes. After this controversy received extensive media coverage, the weakness of this interpretation became evident.

One of the arguments voiced in favor of Ebonics as a separate language was that the "th" sound, so prominent in English, is totally absent from both African languages and Ebonics. While true, the "th" sound is also unique to English and absent from all the world's other languages. Another argument in favor of Ebonics was use of the double negative in Black American speech. This form is alien to modern English, but Middle English is filled with such negatives, which have only recently disappeared from the English language. In a similar manner, other supposedly sophisticated arguments in favor of Ebonics as a separate language were proven erroneous. *(Reported by Larry Walker)*

Chapter Meetings

edited by malcolm swanson & tom merner

We would like to remind all chapters that announcements may be submitted in English and Japanese. We warmly encourage chapters to take advantage of this option in order to provide information that *all* your members can enjoy.

当コラムの支部会合案内は、英語・日本語２か国語で掲載していただけます。会員の皆様すべてに情報が行き渡るよう各支部とも２か国語の会合案内をお勧めいたします。

Malcolm Swanson, Tom Merner

Kyushu—Event 1999 Pan-Kyushu Hanami Retreat. Following from the success of last year's event, Kitakyushu plays host to this year's Pan-Kyushu Retreat. This is a chance for JALT members in the Kyushu region to network and take part in workshops and discussions on topics ranging from professional development to regional

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growth. This year's special guest is JALT President, Gene van Troyer. *March 27-28; Hita, Oita-ken, ¥8,000 including accommodation and meals. For full information, contact Dennis Woolbright; t/f 093-583-5526, ldw@seafolk.ne.jp; website <http://www.seafolk.ne.jp/kqjalt/>*

昨年の成功に引き続き、北九州支部主催による今年の九州地域会合を3月27-28日に大分県日田市で開催いたします。九州地域のJALT会員がネットワークを広め、自己開発や地域発展等様々な話題に関するワークショップや討論に参加する良い機会となります。今年の特別ゲストはJALT会長Gene van Troyerです。参加費は宿泊・食事代を含めて8,000円となります。詳細は、Dennis Woolbright: t/f 093-583-5526, <ldw@seafolk.ne.jp>または上記URLのページまで。

Chiba—Taking Gay Issues Out of the Classroom, by Kathy Riley, Tamagawa University. This workshop will present one approach to discussing sexual orientation in the language classroom by allowing audience members to hear how U.S. elementary school children learn about diversity. A short film will be shown, followed by a discussion. *Sunday, March 28, 11:00-1:00; Chiba Community Center (Chiba Shiyakushomae Stn)*

Fukuoka—A Realistic Look at Goal Orientations in College EFL Learners, by Neil McClelland. In an attempt to better understand his own students, the speaker surveyed 150 sophomore EFL learners about their perceptions of the usefulness of learning English. The orientations that emerged coincide with the findings from research in other EFL contexts, and emphasize the importance of intrinsic factors in the analysis of motivation of foreign language learning. *Sunday, March 28th, 2:00-5:00; Aso Foreign Language Travel College, Hakata-ekiminami 2-12-24; one-day members ¥1,000.*

Neil McClelland氏が150人の大学2年生を対象に行った英語学習の有益性に対する考え方の調査を紹介することで、外国語学習の動機分析における内在要因の重要性を示します。

Hamamatsu—Are You Ready to Reinvent Yourself? International and Global Management Topics, by Daniel L. Gossman. The presenter will motivate people in the audience to look at what they do, how they do it, and why they do it, by focusing on their actions in the classroom, and asking questions to spark a lively discussion. He also approaches the language classroom from the point of view of integrating intercultural ideas into the study of language. *March 21, 1:00-4:00; Create Hamamatsu; one-day members ¥1,000.*

Daniel L. Gossman氏が参加者の教室内での行動に注目すること、また活発な討論のための質問をすることでそれぞれの行動の考察を促します。また、語学学習と異文化教育との統合という視点からも語学授業を捉えます。

Hokkaido—Fostering Learner Autonomy: Listening Strategy Training and Practice, by Sean & Lois Scott Conley. A practical presentation of listening strategy training where students learn *Before*, *During*, and *After* techniques that they can use in class (intensive listening) or out of class (extensive listening). This will be followed by a demonstration of a *music lesson* that students teach to each other.*Sunday, March 28, 1:30-4:00; HIS International School; one-day members ¥1,000.*

SeanとLois Scott Conley両氏が、教室内及び教室外でのリスニングにおいて学生が活用できる聞き取りの前、最中、後それぞれにおけるスキルの習得のためのリスニング方略トレーニングを紹介するとともに、学生がお互いに教え合う音楽レッスンを紹介します。

Iwate—There are no events planned for 1999. Iwate Chapter requires some help to organize. Sufficient funds are available, but volunteers are needed from the Iwate area. No prior leadership experience is needed, and we encourage foreign language instructors from elementary and high schools, universities, language schools and corporations to step forward.

Chapter funds can be used to invite local teachers to share their stories from the classroom, host a book fair, to bring in well-known teachers from around Japan, JALT99 Main Speakers from overseas, or an Asian Scholar from Indonesia.

If you are interested in reviving the once very dynamic Iwate JALT chapter, please conta[illegible]LT Central Office, or David McMurray; t/f: 0776-61-4203; <mcmurray@fpu.ac.jp>

現在1999年度開催予定の会合がございません。地域の先生方を招いて教室内での経験をお話しいただいたり、教材展の開催、また全国各地の有名な先生方やJALT99の基調講演者、インドネシアからの招聘教育者等を招いて支部会合を開催する資金はございます。岩手支部では、再組織のために地元の小学校から大学、語学学校等の語学教員や企業内語学指導員等の参加を求めております。リーダー等の経験は必要ありません。興味のある方は、JALT事務局またはDavid McMurray: t/f: 0776-61-4203; <mcmurray@fpu.ac.jp>までご連絡ください。

Kitakyushu—1999 Pan-Kyushu Hanami Retreat (See above for details); **My Share: First Day Activities**, by Malcolm Swanson, Kinki Daigaku; Peg Orleans, Meiji Gakuen High School; Christopher Carman, Sangyo Ika Daigaku. As experienced teachers will say, the first lesson with any class is the most important, for it sets the tone for the year. The three speakers will demonstrate activities to get your new classes started off with excitement, motivation, and stamina!! *Saturday, March 13, Kitakyushu International Conference Center, Rm. 31; one-day members ¥500.*

Kobe—Increasing Involvement and Motivation in the EFL Classroom, by Richard Walker, Addison Wesley Longman. Through a variety of activities and techniques related to the key aspects of pair and small group work, the aim of this presentation will be to show that it is possible both to motivate and teach communicatively, even in large classes. Ideas and activities will be drawn from the new edition of *English Firsthand Gold*. *Sunday, March 28; Kobe YMCA, 4F, LET'S (078-241-7205); one-day members ¥1,000* .

Addison Wesley Longman出版のRichard Walker氏がペアや小グループに最適なアクティビティーや指導法の紹介を通して、多人数のクラスにおいてもこれらを使用することでモティベーションを与え、コミュニカティブに指導できることを示します。

Matsuyama—The Net: Positive Possibilities and Impacts in Educational Field and How to Apply It to Your Class, by Seike Masaki, Matsuyama School of Business. Introducing the Internet to students is of great interest to language teachers recently. The speaker will introduce several Internet projects, and show how he uses computers in his lessons. *Sunday, March 21, 2:30-4:30; Shinonome High School Kinenkan, 4F; one-day members ¥1,000.*

Miyazaki—Jigsaw Crossword Puzzles and other Activities for Conversation Management and Lexical Review, by Keith Lane, Miyazaki International College. This presentation introduces an original cooperative learning activity, the *Jigsaw Crossword Puzzle*. By playing and making puzzles, participants will learn how to use them to provide reinforcement for vocabulary, and opportunities for conversational improvement. This presentation will be of interest to teachers from the junior high to college level. *For information and a fax map to the venue, please contact Keith Lane at 0985-85-5931, or fax 0985-84-3396.*

Omiya—Alternative Uses of Media, by Kikuchi Keiko, Daito Bunka University; Saito Sanae, Rikkyo University; Ito Shoko, Sagami Women's University. Kikuchi will share her experiences teaching in fully equipped language labs, using English pop songs and videos. Saito and Ito will present activities they use to introduce media literacy in a communicative English class. You are welcome to join us for the presentation and explore issues in media education. *Sunday, March 21, 2:00-5:00; Omiya Jack, 6F; one-day members ¥1,000.*

大東文化大学のKikuchi Keiko氏は、LL設備を完備した環境での英語の歌やビデオを使っての語学指導経験について、立教大学のSaito Sanae氏と相模女子大学のIto Shoko氏は、コミュニカティブな授業へのメディアを導入するためのアクティビティーを紹介します。

Shinshu—The Shortest Poem in the World Teaches Vocabulary, Pronunciation and Communication, by David McMurray, Fukui Prefectural University. This workshop will encourage you to introduce haiku to your students. Language teachers in Japanese high schools and universities use English haiku to teach pronunciation, oral communication, vocabulary and composition. Students frustrated by grammar, but eager to share their feelings are motivated by how a few nouns and verbs can express so much. *Sunday, March 7, 2:00-5:00; Agata-no-mori Bunka-kaikan, Matsumoto-shi; one-day members ¥500.*

福井県立大学のDavid McMurray氏が、文法学習に苛立つ学生たちの指導に数少ない名詞と動詞によって多くを表現できる俳句を取り入れることで語彙力、発音、コミュニケーションを効果的に指導する方法を紹介します。

Tokushima—From Toddlers to Teenagers: Creative Ideas for Today's Teacher, by Rachel Wilson, ELT Consultant. For further details, please contact us. *Sunday, March 7, 1:30-3:30; Seishonen Center; free to all.*

Yamagata—Pronunciation Difficulties, by Roger Mahler, Yamagata Prefectural Government. This presentation will focus on the difficulties with pronunciation experienced by Japanese learners of English. *Sunday, March 7, 1:30-4:00; Yamagata Kajo-Kominkan (0236-43-2687); one-day members ¥500.*

Yokohama—Program to be announced. Please call for info. *Sunday, March 21, 2:00-4:30; Gino Bunka Kaikan, 6F; free to all.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Malcolm Swanson; t/f: 093-962-8430; <malcolm@seafolk.ne.jp>.

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Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, March 15th is the final deadline for a June conference in Japan or a July conference overseas, especially if the conference is early.

Upcoming Conferences

March 22-26 and April 7-9, 1999—Fourth Annual Teaching in the Community Colleges Online Conference: Best Practices In Delivering, Supporting, and Managing Online Learning." Originating at the University of Hawaii-Kapiolani Community College but truly international in participation, this conference is a completely online gathering presented via the web, e-mail and live chat locations, with both synchronous and asynchronous activities. Column editor Roecklein has "attended" for two years and still feels it a novel and exciting as well as educational experience. See the often updated conference web page at <http://leahi.kcc.hawaii.edu/tcc99> for details about "best practices" and types of activities. Further information is available from Jim Shimabukuro, English Dept, KCC at <jamess@hawaii.edu>.

March 26-27, 1999—Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence

and Motivation. This PacSLRF (The Pacific Second Language Research Forum) seminar hosted by the Department of English, Aoyama Gakuin University, will relate the theoretical constructs of intelligence, aptitude and motivation to issues of language learning in instructed settings. Keynote speakers will summarize the latest developments and research in these constructs and describe current instrumentation for assessing individuals. 30-minute papers by participants will follow each keynote. See <http://www.als.aoyama.ac.jp/pacslrf/pacslrf.html> or contact Peter Robinson; Department of English, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366; t: 03-3409-8111, ext. 2379; f(w): 03- 3486-8390; <peterr@cl.aoyama.ac.jp>.

March 28-April 1, 1999—IATEFL Conference 1999 at Heriot-Watt University, Edinburgh, Scotland. This 33rd international annual conference will offer plenaries, talks, workshops, panel discussions and poster sessions by international presenters as well as a large ELT Resources Exhibition and a JobShop. See the conference web site at <http://www.iatefl.org/Edinburgh-1999.htm> or contact the organization headquarters at 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-0-1227-276528; f: 44-0-1227-274415; <IATEFL@Compuserve.com>.

March 29-April 1, 1999—Poetics, Linguistics and History: Discourses of War and Conflict, at the University of Potchefstroom, Potchefstroom, South Africa. In this centenary year of the Anglo-Boer War, plenary lectures, papers, workshops and posters are directed to stylistic investigation of texts in terms of their contexts, primarily but not exclusively those of South Africa. An extensive accompanying guest program is also on offer. For details, see <http://linguistlist.org/issues/9/9-1514.html> or contact Wannie Carstens; Dept. of Afrikaans and Dutch, Potchefstroom University sdfor CHE, Potchefstroom 2520, South Africa; t: 27-(0)18-299-1485/6; f: 27 (0)18-299-1562; <afnwamc@puknet.puk.ac.za>.

April 8-10, 1999—13th Annual International Conference on Pragmatics and Language Learning and Parasession on Assessing Language Pragmatics, partially sponsored by the Division of English as an International Language at the University of Illinois in the USA. List of topics at <http://deil.lang.uiuc.edu/pragmatics/conference.html> or contact Lawrence F. Bouton; DEIL, University of Illinois, 3070 Foreign Languages Building, 707 South Mathews Ave., Urbana, Illinois 61801; t: 1-717-245-1977; f: 1-717-245-1976; <deil@uiuc>.

April 9-11, 1999—The Symposium About Language and Society-Austin (SALSA) will hold its Seventh Annual Meeting at the University of Texas in Austin, USA. Four keynote speakers and others will give papers concerning the relationship of language to culture and society. Research frameworks will be various—linguistic anthropology, sociolinguistics, speech play and poetics, ethnography of communication, political economy of language, etc. Go to <http://www.dla.utexas.edu/depts/anthro/projects/salsa/> or write to SALSA; Department of Linguistics, University of Texas at Austin, Austin, Texas 78712, USA; <SALSA@ccwf.cc.utexas.edu>.

April 14-17, 1999—2nd International Symposium on Bilingualism at the University of Newcastle upon Tyne, UK. It is too late for proposals and even for standard registration, but an inviting list of keynote speakers and colloquia beckons. List, details and registration form available at <http://www.newcastle.ac.uk/~nspeech>, or contact Mrs Gillian Cavagan at <Gillian.Cavagan@ncl.ac.uk> or ISB Organizing Committee, Department of Speech, University of Newcastle upon Tyne, NE1 7RU, UK; f: 44-(0)191-222-6518.

April 19-21, 1999—RELC Seminar on Language in the Global Context: Implications for the Language Classroom, to be held at the SEAMEO Regional Language Centre in Singapore. This year's seminar, with papers and workshops in ten topic areas, will examine the role of languages in the process of globalization and seek to determine the effects of this role on language classrooms. The topic list, registration form, etc., are available at <www.relc.org.sg>; click on "Seminar 1999." Contact: Seminar Secretariat; SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352; <relcadmn@singnet.com.sg>; t: 65-737-9044; f: 65-734-2753.

April 29, 1999—The Annual Conference of The Association of Canadian Teachers in Japan (ACTJ) will be held at the Canadian Embassy in Tokyo; beginning at 10:00 a.m. For information, contact Kevin Burrows; f: 0422-30-7456; <canadajin@hotmail.com> or Kent Hill; Kimigatsuka Haitsu 2-D, Minami Kimigatsuka-machi 20-14, Onahama, Iwaki-shi, Fukushima-ken 971-8169; t/f: 0246-54-9373; <kentokun@mail.powernet.or.jp>.

Calls for papers/Posters (in order of deadlines)

March 15, 1999 (for May 21-22, 1999)—**The Fourth Regional Symposium on Applied Linguistics,** hosted by the M.A. Program in Applied Linguistics at the University of the Americas. Participants aim to discuss, reflect on, and develop a richer knowledge of the modalities implicated in the processes of the acquisition and teaching of foreign languages as they consider this year's central theme, Socio-Cultural Issues. Presentations and workshops are welcome across the whole range from classroom practices to theory. For details, contact Virginia LoCastro at <locastro@mail.pue.udlap.mx> or at Departamento de lenguas, Universidad de las Americas, 72820 Puebla, Mexico; t: 52 (22) 29-31-05; f: 52 (22) 29-31-01.

April 30, 1999 (for July 28-31, 1999)—**7th International Conference on Cross-Cultural Communication: Interdisciplinary Approaches to Language and Culture,** sponsored by the International Association for Intercultural Communication Studies and the Interdisciplinary Linguistics Program at the University of Louisville in Louisville, Kentucky, USA. Proposals are welcome for workshops, panels and papers on a wide variety of topics relating to communication across languages and cultures. The conference seeks to provide a forum for educators and scholars from diverse disciplines and perspectives to share experiences, ideas, research findings and theoretical insights. The conference web page at <http://members.aol.com/iaics/iccc.htm> is replete with details. For proposal submission or further information, contact Robert N. St. Clair, Conference Chair; Department of English; t: 1-502-852-6801; f: 1-502-852-4182; <rnstcl01@Athena.louisville.edu> or Charles

Willard, Conference Chair; Department of Communication; t: 1-502-852-6976; f: 1-502-852-8166; <cawill01@ulkyvm.louisville.edu>; both at University of Louisville, Louisville, KY 40292, USA.

May 1, 1999 (for November 4-7, 1999)—**7th International Conference on Computers in Education:** New Human Abilities for the Networked Society, in Chiba, Japan at the Kazusa Akademia Center and the Okura Akademia Park Hotel. Organized by AACE (Association for the Advancement of Computing in Education), this conference will focus on new forms of education that will be needed in the coming century and explore the best ways to exploit electronic and communication technology such that it enhances the creativity, collaboration, and communication which is at the heart of these new forms. Extensive details, including a mammoth list of topics for papers, are available at <http://www.ai.is.uec.ac.jp/icce99/index.html>. Use the General Information link for proposal specifications. Further information: <icce99@ai.is.uec.ac.jp> or ICCE 99 Secretariat; Artificial Intelligence and Knowledge Computing Lab, Graduate School of Information Systems, The University of Electro-Communications, 1-5-1 Chofugaoka, Chofu-shi, Tokyo 182-8585; t/f: 81-424-89-6070.

(no date given) (for November 11-13, 1999)—**The Eighth International Symposium and Book Fair on English Teaching: Teaching Languages and Cultures for the New Era,** sponsored by ETA-ROC at National Taiwan Normal University, Taipei, Taiwan. For information, please contact Johanna E. Katchen at <katchen@FL.nthu.edu.tw> or Dept. of Foreign Languages, National Tsing Hua University, Hsinchu 300433 Taiwan ROC; f: 886-3-5718977.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

(Aichi-ken) J O International Language School in Kariya-shi is seeking a part-time instructor to begin April 1. **Qualifications:** ESL or equivalent experience. **Duties:** Teach English to children, adults, and companies. **Salary & Benefits:** ¥200,000 to ¥250,000 per month depending upon experience. **Application Materials:** Resume and picture. **Contact:** Toshio Matsumoto; 2-5-19 Higashi-kariya, Kariya-shi, Aichi-ken 448-0807; t: 0566-25-3237; f: 0566-25-4105.

(Aichi-ken) ALTIA Corporation is seeking full-time native English instructors for ALT positions in Aichi, Gifu, Shizuoka, Okayama, and Hiroshima to begin from April 1, 1999. **Qualifications:** Minimum BA or BS degree; teaching experience and Japanese language ability preferred; current international or Japanese driving license; willing to relocate. **Duties:** Teach from 20 to 25 50-minute lessons per week; participate in curriculum development and various committee assignments. **Salary & Benefits:** One-year renewable contract; salary of ¥250,000-306,000 per month depending on number of lessons taught per week and experience; generous summer, spring and winter vacation; company car provided for travel to and from school with limited personal use; phone line and phone/fax machine provided; assistance with accommodation; visa sponsorship. **Application Materials:** Cover letter, resume, one passport-size photograph, photocopy of visa and international or Japanese driving license. **Other Requirements:** After interviewing with ALTIA, successful applicants will also interview with the Board of Education for final approval. **Contact:** Chris Oostyen, ALT Operations Supervisor; 201 Bell Village, Kamishiota 19, Midori-ku, Narumi-cho, Nagoya 466-0051; t: 052-623-8808; f: 052-623-8876.

(Iwate-ken) Mizusawa School of English seeks a full-time English teacher for all ages beginning April 1, 1999. **Qualifications:** Teaching experience and spoken Japanese ability. **Duties:** 40-hour workweek; maximum 28 contact hours per week. **Salary & Benefits:** Salary of ¥250,000 per month; paid vacations and holidays; teacher's apartment at ¥47,000/month; one-year renewable contract. **Application Materials:** Letter and resume. **Deadline:** Ongoing. **Contact:** Mizusawa School of English, 1-2-3 Tainichidori, Mizusawa-shi, Iwate 023-0827; f: 0197-25-8860.

(Okayama-ken) Notre Dame Seishin University in Okayama is seeking staff for both full- and part-time positions beginning in April, 1999. **Qualifications:** MA in TEFL/TESL or TEFL certification required, as well as native-speaker proficiency in English. **Duties:** Full-time position is approximately 20 hours/week and requires attendance at faculty meetings (bilingual); assistance with testing and curriculum planning. Part-time position is approximately ten hours/week. **Salary & Benefits:** Full-time position includes twice-yearly bonuses, limited research funds, furnished apartment within walking distance of the university (rent and utilities to be paid by the tenant). **Application Materials:** Cover letter and resume. **Contact:** Lyn Swierski; English Language and Literature Department, Notre Dame Seishin University, Ifukucho 2-16-9, Okayama-shi 700-8516. **Enquiries:** <bwsmanor@po.harenet.ne.jp>.

(Shizuoka-ken) Greenwich School of English Japan in Hamamatsu is seeking English teachers for both full- and part-time positions. **Qualifications:** Teaching experience and teaching qualification; ability to teach British-style English. **Duties:** Teach English, attend meetings, check students' homework. **Salary & Benefits:** ¥250,000/month before taxes; nice comfortable accommodations. **Application Materials:** CV and copy of diploma. **Contact:** Keiko Asano; 95-16 4F Chitose, Hamamatsu, Shizuoka 430-0934; t: 053-455-6851; f: 053-456-6610.

(Shizuoka-ken) Katoh Schools and College in Numazu is seeking a full-time preschool teacher for an expanding English immersion program in a private Japanese school to begin from April,1999. **Qualifications:** Teaching certificate and two years teaching experience. **Duties:** Work with three- and four-year-old Japanese children in an immersion (total English) setting. English is not taught as a subject but is used as the medium of instruction for up to 50% of the students' school day. Students acquire English proficiency naturally as they engage in age-appropriate preschool activities. Working hours and calendar are similar to regular Japanese preschool. **Salary & Benefits:** Base salary is from ¥3,100,000 to 5,100,000 per year, depending on experience and education; moving allowance, Japanese health insurance and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials:** Resume, reference, photo, cover letter. **Deadline:** Ongoing. **Contact:** Dr. Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522;<bostwick@gol.com>.

(Shizuoka-ken) Katoh Schools and College in Numazu is seeking a full-time elementary school teacher for an expanding English immersion program in a private Japanese school to begin from April,1999. **Qualifications:** Teaching certificate and five years teaching experience. **Duties:** Teach regular academic subjects through the medium of English to Japanese students in a private school. Katoh Gakuen is a private Japanese K-12 school in which the academic curriculum is taught in English; it is not a language school. Working hours and calendar are similar to regular Japanese public schools. **Salary & Benefits:** Base salary is from ¥3,100,000 to 5,100,000 per year, depending on experience and education; moving allowance, Japanese health insurance and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials:** Resume, reference, photo, cover letter. **Deadline:** Ongoing. **Contact:** Dr. Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522; <bostwick@gol.com>.

(Shizuoka-ken) Katoh Schools and College in Numazu is seeking a full-time junior high school teacher for an expanding English immersion program in a private Japanese school to begin from April,1999. **Qualifications:** Teaching certificate in one of the following subjects-math, science, social studies (geography and economics), music, or art; and five years teaching experience; proficiency in computers, internet, as well as a strong background in ESL helpful. **Duties:** Teach junior high school level Japanese children in an immersion program through the medium of English. Katoh Gakuen is not an English conversation school. Working hours and calendar are similar to regular Japanese public schools. **Salary & Benefits:** Base salary is from ¥3,100,000 to 5,100,000 per year, depending on experience and education; moving allowance, Japanese health insurance and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials:** Resume, reference, photo, cover letter. **Deadline:** Ongoing. **Contact:** Dr. Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522; <bostwick@gol.com>.

(Tokyo-to) Saxon School of English is Setagaya-ku is looking for a part-time English teacher. **Qualifications:** Native-speaker competency. Duties: Teach English conversation, prepare students for tests (Eiken, TOEFL, etc.) **Salary & Benefits:** ¥3,000 per hour, travel reimbursement; income taxes withheld by employer. **Application Materials:** Personal history. **Contact:** Saxon School of English, 2-12-6 Nozawa, Setagaya-ku, Tokyo 154-0003.

Web Corner

New! You can receive the most recent JIC job listings by e-mail at <begole@po.harenet.ne.jp>

"ELT News" at <http://www.eltnews.com>.

"JALT Online" homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>. "Jobs" section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>.

"Sophia Applied Linguistics Circle" (Japanese site) at <http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>.

"Teaching English in Japan: A Guide to Getting a Job" at <http://www.wizweb.com/~susan/mainpage.html>.

"ESL Job Center on the Web" at <http://www.pacificnet.net/~sperling/jobcenter.html>.

"Ohayo Sensei" at <http://www.wco.com/~ohayo/>.

NACSIS (National Center for Science Information Systems) career information at <http://nacwww.nacsis.ac.jp>.

To list a position in *The Language Teacher* please send the following information by fax or e-mail: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Faxes should be sent to Bettina Begole at 0857-87-0858; <begole@po.harenet.ne.jp>.

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices, in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

差別に関する *The Language Teacher* Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。) これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、平成10年１月号に載せた用紙に必要事項をご記入の上、掲載希望月の２か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole, fax: 0857-87-0858; <begole@po.harenet.ne.jp>

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT Journal*; *JALT Conference Proceedings* (annual); and *JALT Applied Materials* (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of spec interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagaw Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omi Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokoham Kumamoto (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Langua Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalis Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Oth Language Educators (forming); Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish f a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Gran Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,00 are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to tw individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,50 person) are available to five or more people employed by the same institution. One copy of each publication is provided for eve five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yub furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Offic Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
tel: 03-3837-1630; fax: 03-3837-1631; <jalt@gol.com>

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、香川、鹿児島、金沢、神戸、京都、松山、盛岡、長野、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、静岡、諏訪、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、北九州、高知［準支部］、宮崎［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学·高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）: 最寄りの支部の会費も含まれています。学生会員（¥5,000）: 学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000）: 住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500): 勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Laguage Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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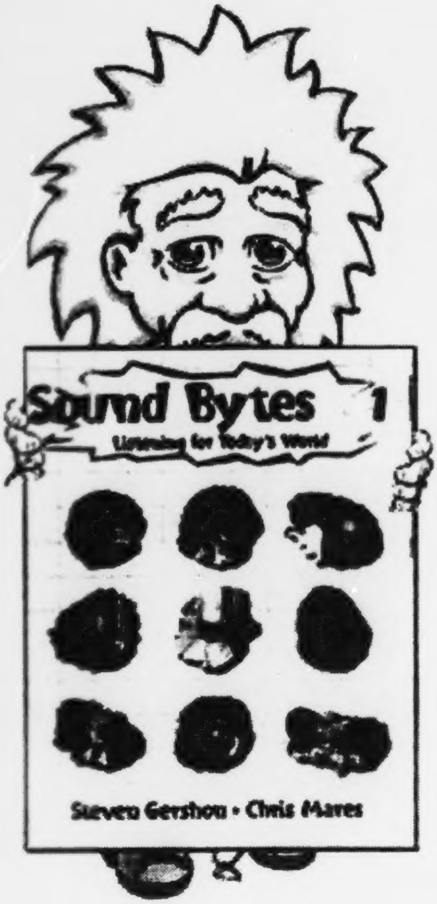

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3 Introduction

features

5 Creating Word Frequency Lists for Specific Purposes
David Carlson

9 Self-Efficacy Syllabus
Stephen A. Templin, Masako Shiroku, & Kanako Taira

13 Contextualization in Long-Term Role-Play
Steven M. Sigler & Gary J. Ockey

17 The Essence of Return Culture Shock: Mystified With the Obvious
Wayne K. Johnson

21 高等学校英語I 教科書の分析— 国際英語の観点から
桐生直幸、柴田威、多賀谷浩子、和田朋子
(An Analysis of Monbusho-Approved Textbooks for English Course I: From the Perspective of World English, *by Kiryu Naoyuki, Shibata Takeshi, Tagaya Hiroko, & Wada Tomoko)*

a chapter in your life

25 Gunma Chapter

my share

27 Telling Stories: Using Input and Output to Develop Both Fluency and Accuracy in Spoken Discourse
Paul Doyon

28 Classroom Poetics
Susan Carbery

departments

3 Authors
31 Book Reviews
33 Recently Received
34 JALT News
35 JALT99
37 Bulletin Board
38 Special Interest Group News
41 Chapter Reports
43 Chapter Meetings
45 Conference Calendar
46 Job Information Center/Positions
47 Advertiser Index

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The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行27字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (bold-faced or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Bill Lee.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Reviews 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALT による催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

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Introduction

Your 1999 *Information and Directory of Officers and Associate Members* is enclosed with this month's *TLT*. Thanks to **Bill Lee, Malcolm Swanson,** and **Kinugawa Takao** for overseeing this project.

In our first feature article in this issue, **David Carlson** shows how teachers can maximize vocabulary development through the use of word frequency lists. **Stephen Templin, Masako Shiroku,** and **Kanako Taira** report on a pilot study of a self-efficacy syllabus which they implemented to enhance EFL learners' ability by raising their self-efficacy in English.

Next, **Steven Sigler** and **Gary Ockey** propose the use of longterm role-play to allow students to select materials and communicative tasks that fit their individual interests, and give teachers the opportunity to monitor student progress and give feedback. Our final English language feature article, by **Wayne Johnson**, examines the return culture shock that one encounters during repatriation to their home country.

In this month's Japanese language feature, **Kiryu Naoyuki, Shibata Takeshi, Tagaya Hiroko,** and **Wada Tomoko** present their analysis of Monbusho-approved textbooks for English I, in which they found that topics involving the United States and Japan dominated those of other countries where English is used.

A number of *TLT* staff changes have recently occurred. Former abstract translator, **Hagino Toshiko** takes over as *JALT News* co-editor. We welcome **Abe Emika** to take her place. **Saito Makiko** will be our new *Bulletin Board* column co-editor. **Tsukahara Maki** and **Brian Cullen** will join the proofreading team, taking the places of **Tashiro Hitomi** and **Michael Cholewinski**, whose work has been appreciated.

Next month, *TLT* is proud to present a special issue on *Active Learning*, guest edited by **Katharine Isbell, Julie Sagliano, Michael Sagliano,** and **Timothy Stewart**.

Laura McGregor

今月号には、1999年度『Information and Directory of Officers and Associate Members』が同封されています。この編集に関わったBill Lee、Malcolm Swanson、衣川隆生には感謝を捧げたいと思います。

今月号の最初の記事では、David Carlsonが語使用頻度リストを使用し、いかに語彙教育向上が図れるかを紹介しています。Stephen Templin、Shiroku Masako、Taira Kanakoの記事では、英語でのSelf-Efficacyを高めることによってEFL学習者の能力を高めようとするSelf-Efficacyシラバスの実験結果について述べています。

それに続く記事では、Steven SiglerとGary Ockey proposeが、学習者が自分の興味に基づいて教材とコミュニカティブタスクを選択し、教師に学習者のモニターとフィードバックの機会を提供する長期間のロールプレイの使用を提案しています。英語記事の最後では、Wayne Johnsonが逆カルチャーショック(異文化から自文化へ戻った時出会う感情)の本質を検証しています。

今月号の日本語記事では、桐生　直幸、柴田　威、多賀谷　浩子、和田　朋子が文部省認定の英語Iの教科書を分析し、米国と日本に関わる話題が中心的であることを指摘しています。

TLTのスタッフにも移動がありました。萩野俊子が和文要旨作成協力者からJALT Newsコラム編集者へ、そして阿部恵美佳が和文要旨作成を担当します。斎藤真喜子が新しいBulletin Boardの編集を担当し、田代ひとみ、Michael Cholewinskiに代わり、塚原真紀とBrian Cullenが校正担当者として加わります。

来月号はKatharine Isbell、Julie Sagliano、Michael Sagliano、Timothy Stewartをゲスト編集者に迎えActive Learningの特集号をお送りします。

編集者　ローラ・マクレガー（抄訳　衣川隆生）

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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

Note: TLT *follows the recommendation of the* Japan style sheet *that Japanese names be given in traditional order, surname first. This convention is occasionally reversed, at the author's request. For more information, see* Japan style sheet: The SWET guide for writers, editors, and translators *(pp. 33-36). Berkeley, CA: Stone Bridge Press. ISBN 1-880656-30-2.*

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Creating Word Frequency Lists for Specific Purposes

David Carlson
Matsumoto Dental University

There are various reasons why ESL instructors decide to create their own teaching materials. Often, teachers find that suitable materials are unavailable for their particular teaching situation. As Sauvignon (1983) points out, commercially-available materials are "written for general audiences and thus cannot, in themselves, meet all the needs of a particular L2 class. The authors . . . cannot foresee all the needs of individual teachers and learners" (p. 4). Therefore, in order to more closely match the needs of a particular situation, and ultimately to teach more effectively, many instructors feel compelled to create their own materials.

That is exactly how I felt when I began teaching courses in dental English at a Japanese dental school. After considerable searching, I concluded that there were no commercially-available books appropriate for teaching dental English to first- and second-year Japanese dental students. While a few books on dental English did exist, they all were written for learners of English with considerable knowledge of dental terminology, such as practicing dentists, dental technicians, and hygienists. Accordingly, the materials included many highly technical terms for advanced dental procedures that were unfamiliar to Japanese students just beginning their dental English coursework. This meant that the materials could not be used effectively without heavy editing or lengthy explanation.

For teaching dental English, I also tried making use of a dental vocabulary list as well as a dental dictionary for required materials. However, some of my students were quick to point out that technical lexicons provided them with no way of distinguishing between rare and common vocabulary. Such lexical resources gave the students no clues to the difference in frequency between highly technical vocabulary that they did not need at an early stage in their dental studies, and more common dental vocabulary that they did need. In fact, the students also pointed out to me that some of the most common vocabulary they encountered in their beginning dental science courses was occasionally not listed in a dental dictionary. Perhaps it was deemed too elementary for inclusion in a technical reference book.

Through such work with existing teaching materials and lexicons, which assumed considerable prior knowledge of technical vocabulary, I became highly aware that information about word frequency—in particular, knowing what the most frequent dental-related words are—could be extremely useful to both teacher and student. If a list of most frequent words were available, it would aid the instructor by immediately showing what words or topics should be emphasized in a particular lesson or in a syllabus. It would also lend a great deal of credence to vocabulary studies when, for instance, a teacher could say to the students, "These are the most common words in your field of study." In addition, it might even motivate students to learn vocabulary if they knew they were going to encounter it often.

While word frequency information could be very useful, finding information about word frequency for a particular field or subject, such as dental English, is difficult. Much of the readily available word frequency information tends to be of a very general kind, based on balanced corpora (Carroll, Davies, & Richman, 1971; Zeno, 1995). Because so-called balanced corpora are often the products of comprehensive reference book projects, they naturally use a wide cross-section of language for lexicographic thoroughness (i.e. they "balance" the corpus). However, by combining data from diverse fields, balancing produces lists of words that do not characterize any particular domain or field. So, for the purposes of creating teaching materials for courses in a specific domain, a balanced frequency list is of very little use. Naturally, the most useful and authentic list is going to be one drawn from texts in the particular field being studied.

In the past decade, due to the widespread use of personal computers and corpus linguistics software programs, various word count studies have been carried out. However, for many fields, including dental English, word frequency lists have never been published. Therefore, this paper addresses the need for domain-specific word frequency lists by demonstrating how teachers can easily create their own lists. It then discusses several ways that teachers can use such lists

語の使用頻度に関する情報は教師にとってとても有益である。どの語彙を強調して教えるべきなのか明らかであるからである。バランスのとれたコーパスに基づいた語使用頻度リストはすでに入手可能であるが、特別な目的のための英語（ESP）の語彙に絞った教材を作成する教師にはそれはあまり役立たない。しかも、英語教育において分野別の語使用頻度リストはまだ出版されていない。本論では教師が独自のリストを簡単に作成する方法を示し、分野別の語使用頻度情報の必要性を述べる。さらに、教材作成時におけるこの情報の利用方法をいくつか提案する。

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as the basis for creating teaching materials which emphasize the most frequent words in a specific domain.

Creating a Corpus

The first step in creating a word list is to identify and collect a body of relevant texts. For the purpose of demonstration in this paper, I began by locating English-language articles on topics of general dentistry available on the Internet. The main advantage of using Internet-based text, or any other text in computer-readable form, is that the time-consuming task of manually entering text is eliminated. All texts chosen were from North American sources (The American Dental Association: http://www.ada.org/; The Canadian Dental Association: http://www.cda-adc.ca/; and The Dental Consumer Advisor: http://www.toothinfo.com/).

Once the dental-English corpus (henceforth DE Corpus) texts were identified, I selected the main text portion of each article, while ignoring sidebars, menus, and other irrelevant sections. Using MSWord, I combined the texts into one large text file. At this stage, I also pre-edited the data, which consisted of the following: correcting obvious spelling errors that were flagged by MSWord; deleting headings; and deleting several phrases of Spanish. For compatibility with the data-processing software which I used (described below), I saved the data as an MS-DOS text file with line breaks. This step eliminated various word-processor formatting codes from the text.

Computing Word Frequency

Once a corpus was collected, the next step was to use a program to read through the data and output a list of word forms and their total number of occurrences in order of frequency. This is also known as a *wordform count*.

I analyzed the dental-related corpus using a program called WORDS (available: http://www.dsu. edu/~johnsone/sno.html). WORDS is an easy-to-use program, designed to do three things: (1) count the number of running words in the text, (2) count the number of unique word forms, and (3) list the number of occurrences of each unique form (Johnson, 1995). Using the default setting, all words are lowercased so that wordforms such as "Dental" and "dental" are combined.

Results

The program WORDS identified a total of 24,345 words in the DE Corpus, including 3,353 unique word forms. Figure 1 shows the 15 most frequent words. Obviously, none of these words is uniquely dental-related. Such results are typical of word count studies (Carroll, Davies, & Richman, 1971; Human Communication Research Centre, 1992), in which the most frequent word in formal written English is *the*, and the 15 most common words include other so-called function words, such as *of, and, a, to, you*, and *I*. These function words are the words of a text which convey syntactic meaning, and the most frequent words in any corpus are typically these short function words. These first 15 function words occurred a total of 6,526 times in a corpus of 24,345 words, accounting for over one-quarter (26.8%) of the data.

Count	Word	Count	Word	Count	Word
1,243	the	398	in	237	are
787	and	332	or	235	you
668	to	312	is	226	your
659	of	253	that	218	can
498	a	252	for	208	be

Figure 1. The 15 most frequent words in the DE Corpus

When the function words are deleted, the content words—which in this corpus are the dental-related words that we are looking for—become apparent. Using a WORDS stop file called COMMON.WDS, I deleted the first 15 common word forms, as well as 110 other function words that were flagged by COMMON.WDS.

The 100 most frequent dental-related words in the DE Corpus appear in Figure 2.

In one final editing step, word forms which were treated as separate entries by the program were grouped into families of words. This can be carried out using WORDS, first by changing parameter one (alphabetic sort of output words) of the control file (CONTROL.ASC) to "yes," and then running WORDS a second time using the first output file data. Similar output can be attained in DOS mode using the command SORT <inputfile >outputfile /R /+n where "n" is the number of the column with which to begin sorting.

Figure 3 shows the first 50 word families, the number of occurrences of individual words, and the total occurrences of all forms.

Discussion

Validity: The vocabulary identified in Figure 2 is the most common dental-related vocabulary in one particular corpus of articles in general introductory dentistry from North American sources. These are some of the basic words that beginning students of dental English need as the core vocabulary for their studies.

Although the results of this one study, which is based on a 24,345-word sample, must be viewed with caution due to the modest size of the corpus, they strike the author as typical of the beginning dental English domain. In working on this particular frequency list this year, I have found that it closely matches the vocabulary and concepts that my students already know in their L1, or that they are learning concurrently in their Japanese-language courses in introductory dental science. While another count based on a different corpus of general dental English articles would produce a different ranking, most of the same words would undoubtedly be present in the first 100.

Count	Word	Count	Word	Count	Word	Count	Word	Count	Word
197	dental	49	gum	34	foods	27	become	23	first
192	oral	49	problems	33	doctor	27	effects	23	hygienist
166	teeth	47	people	33	need	27	research	23	saliva
140	mouth	46	decay	33	time	27	used	22	dysfunction
139	treatment	45	medical	33	usually	26	chemotherapy	22	eat
120	health	45	periodontal	32	surgery	26	dentures	22	regular
114	cancer	44	special	31	children	26	early	22	side
107	patients	43	plaque	31	control	25	area	22	soft
103	care	43	symptoms	31	fever	25	brush	22	sugar
102	dentist	42	pain	31	national	25	herpes	22	tissues
90	tooth	40	disorder	30	prevent	25	part	21	back
88	tmj	39	diabetes	30	treatments	24	ask	21	daily
78	disease	39	fluoride	29	body	24	called	21	diagnosis
64	therapy	37	healthcare	29	cause	24	temporomandibular joint	21	floss
61	help	37	jaw	29	cells			21	get
56	use	36	dry	29	include	24	virus	21	right
55	information	36	infection	28	blisters	23	available	21	water
53	radiation	35	gums	28	find	23	brushing	20	age
52	patient	35	important	28	healthy	23	chewing	20	small
51	joints	34	causes	27	bacteria	23	disorders	20	state
								20	sugary

Figure 2. The 100 most common dental words in the DE Corpus

For more advanced courses, naturally different corpora composed of more advanced-level texts would be appropriate for creating word lists. In fact, for the course I will teach to continuing students in the coming academic year, I plan to also work with eight different corpora—one for each of the dental specialties recognized by the dental profession in the United States—in addition to collecting a larger general corpus.

For readers who wish to conduct their own word frequency studies with more emphasis on statistical methodology, I recommend the articles on corpus development and statistical analysis that introduce *The American Heritage Word Frequency Book* (Carroll, Davies, & Richman, 1971). The model presented in these articles continues to be used for large-scale projects (S. Ivens, personal communication, July 2, 1998).

Finally, it should be added that while counting words is informative and useful, the word itself is not always going to be the best unit for analysis. Meaning is also important. Since meaning is often a product of context, information about the context in which a word is used will also be important, and it is discussed below.

Applications: Louw (1991) writes that "... if the top 2000 or so most frequent words in English are systematically taught in all of their forms and in well-structured materials, they will carry with them most of the grammatical and discourse detail that second and foreign language learners are ever likely to need" (p. 152).

Once a frequency list has been created, there are many ways a teacher can present the information. The simplest and most obvious way is to give the list to the students; in my experience working with word frequency lists, many students find information about frequency fascinating. Word frequency information can also be used to create a topical syllabus: a list of topics around which to structure a course. It can also be used to create materials for individual lessons.

Due to the nature of the courses I teach—large lecture classes—I tend to favor cloze exercises as a way of introducing and emphasizing target vocabulary to the whole group. I target certain common word forms, delete them from a text I have created, and then work with the text in various ways: having students guess from the context what the correct word could be; having them listen for the key vocabulary; etc.

Once instructors have collected a corpus and discovered what the most frequent words in a particular domain are (e.g., Fig. 2), they could then use the frequency list as a key list for concordancing. Essentially, concordancing means looking at specific words in a given text together with the various contexts in which the words appear. Concordancing is gaining greater acceptance in language teaching, both for teachers to create materials and for students to directly explore language data. Flowerdew (1998) as well as Thurstun and Candlin (1998) have demonstrated how to use concordancing software in ESP classes, and one of the nice features of giving students the key words in context is that they can use this data to discern patterns and then form their own grammar rules. In short, these are just some of the many ways that word frequency information can be applied to ESL/ESP classrooms.

Conclusion

This paper has applied the basic corpus-linguistic technique of word frequency counting to an analysis

Total Occurrences	Base Form	Words (grouped by families)
362	dent-	dental 197, dentifrice, dentin, dentist's 3, dentist 102, dentistry 9, dentists 15, dentitions, denture 7, dentures 26
256	tooth	tooth 90, teeth 166
208	treat	treat 14, treated 17, treater, treating 5, treatment 139, treatments 30, treats 2
193	oral	oral 192, orally
185	health	health 120, healthcare 37, healthy 28
172	patient	patient 52, patients 107, patient's 13
144	mouth	mouth 140, mouths 3, mouth's
126	use	usage 2, use 56, used 27, useful 9, users 3, uses 2, usage 2, using 17
120	cancer	cancer 114, cancers 6
116	care	care 103, carefully 7, careful 5, caregivers
113	tmj	tmj 88, temporomandibular joint 25
98	disease	disease 78, diseases 19, diseased
92	gum	gum 49, gums 35, gumline 8
86	help	help 61, helped 2, helpful 5, helping 3, helps 15
82	cause	cause 29, caused 10, causes 34, causing 9
77	prevent	prevent 30, preventable, prevented 5, preventing 9, prevention 18, preventive 12, prevents 2
72	therapy	therapy 64, therapies 5, therapist 2, therapists
63	periodont	periodontal 45, periodontic, periodontics, periodontist 3, periodontitis 12, periodontology
63	disorder	disorder 40, disorders 23
61	problem	problem 12, problems 49
61	infect	infected 12, infecting, infection 36, infections 10, infectious 2
59	joint	joint 8, joints 51
59	inform	information 55, informational, informative, informed 2
59	include	include 29, included 2, includes 8, including 18, inclusion,inclusive
58	special	special 44, specialist 3, specialists 2, specialize, specialized, specially 2, specialty 5
56	need	need 33, needed 6, needs 17
55	hygiene	hygiene 17, hygienist 23, hygienists 15
55	diabet-	diabetes 39, diabetic's, diabetic 11, diabetics 4
54	sugar	sugar 22, sugared, sugarless 3, sugars 8, sugary 20
54	child	child's 6, child 13, children's 4, children 31
53	radiation	radiation 53
52	decay	decay 46, decayed 6
51	medic-	medical 45, medication, medications 4, medicine
50	doctor	doctor 33, doctors 13, doctor's 4
50	brush	brush 25, brushed, brushing 23, brushings
49	food	food 15, foods 34
49	effect	effect 3, effects 27, effective 15, effectively 2, effectiveness 2
49	develop	develop 11, developed 8, developers, developing 14, development 9, develops 5, developmental
47	time	time 33, times 13, timing
47	people	people 47
47	dry	dry 36, drying, dryness 10
46	remove	removal 6, remove 11, removed 16, removes 2, removing 11
46	pain	pain 42, painful 2, painless, pains
46	fluoride	fluoride 39, fluoridated 4, fluorides 2, fluoridation
45	symptom	symptom 2, symptoms 43
45	surg-	surgeon 7, surgeries 5, surgery 32, surgical
43	plaque	plaque 43
41	import-	importance 6, important 35
41	eat	eat 22, eaten, eating 16, eats 2
40	tissue	tissue 18, tissues 22

Figure 3. The first 50 word families in the DE Corpus

of one particular domain: beginning dental English. This was done to demonstrate how ESL/ESP instructors can easily create their own word frequency lists. There are many possibilities for the use of word frequency information, and with the continued development of text processing tools, instructors can apply corpus linguistics techniques to the creation of exciting new teaching materials.

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Self-Efficacy Syllabus

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Self-efficacy refers to a person's belief in how well they can accomplish a task or group of tasks (Bandura, 1997; Locke & Latham, 1990; Schunk & Zimmerman, 1994). Language learners with a high self-efficacy who believe they can learn a language are more likely to learn a language than learners who believe they cannot learn a language.

Self-phenomena such as self-concept, self-esteem, confidence, and self-confidence have been well-documented (Coopersmith, 1967; Griffee, 1997a; Heyde, 1979; Shavelson, Hubner, & Stanton, 1976; Templin, 1995; Yule, Yanz, & Tsuda, 1985). Although researchers have used these constructs to *describe* and *explain* human behavior, they have not used them to *predict* human behavior because these constructs lack five important features: (1) judgement of capabilities, (2) multiple dimensions, (3) contexts, (4) mastery-criterion, and (5) pre-task measurements (Zimmerman, 1995). Self-efficacy researchers can predict human behavior by including these five features.

First, self-efficacy examines a person's judgement of their capabilities rather than personal qualities. Consider two fictional learners, Emi and Satoshi. Self-efficacy researchers might ask Emi to judge her capabilities and find out that she believes she can introduce herself in English at a party. In contrast, self-phenomena researchers might ask Satoshi to judge his personal qualities and find out that Satoshi feels good about his English. However, even though Satoshi feels good about his English, we do not know if Satoshi believes he can use it to communicate.

Second, self-efficacy recognizes that people judge their capabilities differently in different dimensions. A self-efficacy researcher might conclude that Emi thinks she can introduce herself in English at a party but does not think she can write a short self-introduction in English. A researcher of the other self-phenomena might conclude that Satoshi is confident in English but not notice which dimensions of English Satoshi is confident in and which dimensions he is not: speaking, listening, writing, reading, grammar, discourse, sociolinguistic knowledge, etc.

Third, self-efficacy researchers try to study how various contexts affect a person's judgement of their capabilities—Emi may believe she can introduce herself in the context of a party of students, but she may believe she cannot introduce herself at a Rotary Club meeting. Although context is a necessary part of self-efficacy studies, it is not a requirement for other self-phenomena studies.

A fourth feature of self-efficacy is mastery-criterion. A self-efficacy researcher must specify Emi's level of self-efficacy based on some criterion, usually defined by numerical values: Emi thinks she can introduce herself and people will understand at least 90% of what she says. Other self-phenomena researchers compare participants to other people: Satoshi shows more confidence than his classmates in introducing himself. Comparing Satoshi with his classmates does not tell us whether Satoshi believes he can introduce himself or not.

Fifth, self-efficacy measurements must be taken before participants actually perform the task. Emi should be asked to fill out a questionnaire about how well she thinks she can introduce herself in English at a party before she goes to the party. Other self-phenomena researchers, however, are inconsistent about when they take measurements. Satoshi may be asked to fill out a questionnaire in regard to a task before he performs it, after he performs it, or he may never perform the task at all. If researchers take measurements after participants perform a task, or if participants never perform the task, researchers cannot predict anything about task performance.

Making Predictions

Many hypotheses (sometimes mislabeled as theories) in second language acquisition (SLA) and psychology cannot predict much of anything (Bandura, 1986; Larsen-Freeman, 1991; Locke & Latham, 1990). In the aerospace field, no one wants to fly in a plane that scientists can describe and explain but cannot predict whether or not it will stay in the air. Self-efficacy predicts a person's attention, effort, persistence, strategies, and goals (Bandura, 1997). People with high self-efficacy will exert more attention, effort, persistence, and strategies than those with lower self-efficacy. When those with low self-efficacy fail, they tend to blame their failures on external events rather than their own shortcomings.

People with high self-efficacy set more challenging goals for themselves than those with low self-efficacy. Challenging goals lead to increased performance (Griffee, 1997b; Griffee & Templin, 1998; Locke & Latham, 1990); consequently, people with high self-efficacy outperform people with low self-efficacy.

In dangerous situations such as scuba diving or parachuting, people with too much self-efficacy can get

Self-Efficacyとは一つのタスクや連続したタスクを自分がどれくらいうまく実行できるかという本人の思い込みのことである。まずここでは、Self-Efficacyとその他の自己現象（自己概念、自尊心、自信など）との違いを説明する。Self-Efficacyによって個人の注意力、努力量、忍耐力、使用するストラテジー、目標が予測できる。そして英語でのSelf-Efficacyを高めることによってEFL学習者の能力を高めようとするSelf-Efficacyシラバスの実験結果について述べる。

themselves killed, but in less dangerous situations, lacking self-efficacy can lead to a lifetime of regret: "educational opportunities forsaken, valued careers not pursued, interpersonal relationships not cultivated, risks not taken, and failures to exercise a stronger hand in shaping one's life course" (Bandura, 1997, p. 71).

Self-Efficacy and Language Learning

Although applied linguists rarely study self-efficacy in L2 acquisition, psychology researchers have studied the relationships between self-efficacy and first language (L1) skills for gifted and remedial students in speaking (Zimmerman & Martinez-Pons, 1990), listening (Schunk & Rice, 1984), writing (Zimmerman & Bandura, 1994), and reading (Schunk & Rice, 1993). They have showed that students with high self-efficacy performed better than those with low self-efficacy. Psychology researchers were able to help low self-efficacy language learners raise their self-efficacy; consequently, these students' linguistic performance improved as well.

Pilot Study

Consistent with self-efficacy research in psychology and student-centered syllabi in applied linguistics (Brown, 1995; Nunan, 1988), we piloted a self-efficacy syllabus for teaching English to Japanese university students. Rather than first focusing on language, we first focused on raising students' self-efficacy in English.

Twenty Japanese university students signed up for a two-week (20-day) summer intensive English course to make up for English courses they had failed in previous semesters. Because the English course was short, and many of these students failed their previous classes due to excessive absences and tardiness, we made a strict attendance policy. Six students who came late or missed the first day of class were not allowed to continue.

Self-Efficacy Syllabus

How do you raise someone's self-efficacy? There are four ways to raise a person's self-efficacy: enactive mastery experience, vicarious experience, verbal persuasion, and psychological/physiological states (Bandura, 1997). To accomplish the above, we developed the objectives in Appendix A.

Enactive mastery experience

Students must experience success. We taught four skills: speaking, writing, listening, and reading. We taught students the objectives we expected them to perform, the conditions they would perform under, and the criterion we would use to judge their performance at the end of the course (see Appendix A, I).

Vicarious experience

For our students to experience the mastery objectives through vicarious experiences, we relied on the characters depicted in commercial English Language Teaching materials: texts, CDs, and videos. Students also experienced accomplishing the objectives through observing classmates (collaborating) and teachers (modeling) who demonstrated the objectives. Although the text, CD, and video were useful, students need characters they can more closely identify with in regards to nationality, level, situation, etc.

Verbal persuasion

Students need verbal persuasion, especially praise. In our course, the teachers made a conscious effort to praise students' English skills as they performed role-plays, presentations, and volunteered in class (regardless of whether students made mistakes or not). The teachers wrote comments of praise on students' written assignments.

Physiological and affective states

Physiological and affective states can affect students' self-efficacy. Excessive physical and psychological fatigue or stress can negatively impact students' self-efficacy. Pauk (1997) gave us various ideas about improving students' psychological and physiological states which we describe below.

The First Week

On the first morning of class, students filled out a one-week schedule plotting how they spend their time. We hoped to help them overcome the stress that can result from poor time management. In the afternoon, to help students relax so their anxieties would not interfere with learning or language performance, the teacher gave deep breathing instruction (in Japanese).

On the second morning, the teacher turned out the lights, closed the curtains, and asked the students to put their heads on their desks for 15 minutes. During that time, almost everyone fell asleep. The teacher woke the students up and explained that people who get enough sleep do not fall asleep when a room is darkened for 15 minutes. Next, students filled out a sleep and food survey (Appendix B). They interviewed a classmate and compared their answers. Then, the instructor reviewed the answers with the class.

Later that morning, the students shared their time schedules from the first day of class and gave each other feedback regarding wasted time and where more study time was needed. Students revised their schedules based on the feedback. Some students also scheduled rewards (camping, drinking, celebrating, etc.) for completing the course. For homework, students had to put their schedule where they could look at it easily every morning. At the end of each day, they were to mark with a colored pen the parts of the time schedule they followed.

In the afternoon, a psychology instructor from the university's counseling center spoke about how to relieve psychological stress and encouraged students to visit the counseling center if they wanted to discuss stress in more detail.

On the third morning, the teacher introduced a five minute reading homework assignment to help students overcome procrastination and develop a daily study routine. The teacher distributed copies of reading materials and instructed students to set a time and place to read. The teacher told them to keep their reading material, checklist, pencil, and clock in the same place in order to start promptly at the reading time. Students also had to avoid interruptions like the TV and phone calls; write the starting page and time on the checklist; start reading at their own pace; read for five minutes, and then decide whether to continue or stop. When finished, students were to fill out the remainder of the checklist. Students brought their checklist to class, and the teacher followed up on students doing the checklist throughout the two weeks. (This five-minute technique can be used for objectives other than reading.) A couple of students went well beyond the five-minute reading (about 30 minutes a day) and finished all the materials.

In the afternoon, students practiced stepping up on their chairs and stepping back down on the floor (20 rounds) to get them physically active. This is particularly important from 2:00-4:00 p.m. when people become most sleepy. The instructor also taught deep breathing again, which she repeated almost every day. Later that afternoon, students wrote their inner dialogue based on three points: (1) Describe fears about this course; (2) Change the negative "I can't" responses in (1) to "I can" phrases; and (3) Describe how to put these "I can" statements into effect. One student said he did not have any worries and did not fill out the survey. Half of the students were concerned whether they could get up early and attend class on time, and most gave good solutions to their own problems (example, go to bed early, reduce part-time job hours, self-reward, etc.).

On the fourth day, students showed a partner their revised time schedules and what they actually did. One third of the students had not revised their schedules or recorded what they did in enough detail for the partner to understand what the revisions and actions were. When the partners pointed out parts of the schedule that were not followed, students had to verbalize excuses (in Japanese). Students thus realized the weaknesses of their excuses, possibly because their peers were more critical than they were. Students were told to bring their revised schedules to class throughout the two weeks to encourage them to follow through with their plans.

During the morning of the fifth day, the teacher asked the students to recall their past experiences of success. Students wrote a one-page essay in Japanese about something they achieved and were happy about. They had to tell about what their goal was, what obstacles they encountered, how they overcame the obstacles, and what they achieved. Students wrote about getting a driver's license, passing the university entrance exam, travelling around Okinawa by bicycle, and playing in the national high school baseball tournament (*Koshien*). Initially, we hoped this essay would give students a source of strength and ideas to refer to when taking on new challenges. We were surprised at how interesting the essays were. Since we were better able to understand the students' special talents and experiences, we felt that we provided better assistance. For teachers who do not read Japanese, this essay is still important for students and should not be eliminated from the course.

The Second Week

During the second week of the course, we spent most of class time teaching the English objectives of the course for mastery (Appendix A, I). Although psychological/physiological states, verbal praise, and vicarious experiences are helpful to raise self-efficacy, mastery is still the most important way for students to improve their self-efficacy in English. It is doubtful that students' self-efficacy will increase if their language abilities do not increase in some way.

Discussion

Our strict attendance policy was helpful—it is hard to teach any kind of syllabus if students do not show up to class. While the self-efficacy syllabus was demanding, students seemed more eager to study and attentive in class as a result .Their positive attitudes helped them achieve the course goals.

We noticed a dramatic increase in our students' English ability to describe people, talk about vacations, and ask questions. Although not as dramatic, we noticed improvement in our students' essays—students who could only stare at a blank page at the beginning of the course could write about 50 words (Appendix A, I: Writing) by the end. One possible reason for students' speaking and writing success was that we presented course goals as specific objectives at a level that challenged our students (Appendix A, I: Speaking and Writing). We observed very little improvement in our students' reading and listening abilities. The main reason for this failure is probably because our reading and listening objectives (Appendix A) were too easy.

We asked for students to comment (anonymously in Japanese) on the course. No students had negative comments. A couple of students wrote that they were not sure whether the course helped them or not. The remainder of the students made positive comments. One wrote, "By going to school every day for two weeks, I not only got confidence in learning English, but I got confidence I can learn in other subjects, too" (translation ours). Another said, "I learned that if I seriously try, there's nothing I can't do."

Conclusion

Based on this pilot study, we think it is feasible to conduct further studies on raising learners' English abilities using a self-efficacy syllabus. It would be useful to compare classes under the self-efficacy syllabus with others using different syllabi. Since we had less than 20 students in our pilot, we would modify our plans for larger classes.

While some English teachers may feel that it is not their job to include lessons to help students manage their physiological and affective states, we have found it to be beneficial. We were surprised to find out that some of our students work eight hours a day; although they are supposed to be full-time students with part-time jobs, they work full-time and attend school part-time. Teachers must decide whether to leave failing students behind or to find out what is wrong and try to help.

We also need to take into account that students not only need self-efficacy in English, but they need self-efficacy in other areas (Schunk & Zimmerman, 1994): finishing assignments by deadlines, studying, concentrating in class, taking notes, participating in class, resisting peer pressure, and not skipping school when feeling bored or upset.

This article does not begin to explore the influence of parents, teachers, and others on students' self-efficacy in English. Obviously, there is much room for further studies on how self-efficacy affects language learning in Japan and elsewhere.

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Appendix A: Self-Efficacy Objectives

I. Enactive Mastery Experience

Speaking: Do the following in an interview without: (i) asking the interviewer to repeat the question more than twice; (ii) speaking more than two non-English words; and (iii) pausing for more than four seconds.

(a) Describe someone (friend, family member, teacher)
(b) Tell about a real or imaginary vacation (place, weather, people)
(c) Ask a question

Listening: Listen to four phone conversations and fill in messages with 50% accuracy.

Writing: Do the following in a 50-word letter to a friend without: (i) writing less than 30 words; and (ii) repeating the same ideas, writing about a different topic, or writing unclearly.

(a) Describe someone (friend, family member, teacher)
(b) Write about a real or imaginary vacation (place, weather, people)

Reading: Read directions, look at a map, and choose the place which matches the directions with 66% accuracy.

II. Vicarious Experience and Verbal Persuasion

(a) Experience performance of mastery objectives vicariously through text, audio, video, teachers, and classmates.
(b) Receive persuasion (verbal and written) from teachers regarding the mastery objectives.

III. Physiological and Affective States

Experience proper ways to reduce psychological and physiological stress in the areas of breathing, positive thinking, sleep, and exercise.

Appendix B: Sleep and Food Survey

	Me	My Partner
Sleep		
1. How many hours do you sleep each night?	___	___
2. Could you wake up without your alarm clock?	___	___
3. Do you fall asleep in class?	___	___
4. Can you stay awake in a dark room for 15 minutes?	___	___
5. Do you wake up the same time every morning?	___	___
6. Do you use caffeine after 4 p.m.?	___	___
7. Do you use alcohol after 8 p.m.?	___	___

Templin, et al. cont'd on p. 19.

Contextualization in Long-Term Role-Play

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To further the growing emphasis on meaning in foreign language classrooms, many classroom teachers have turned to role-play. Role-play activities can increase student participation, give students an opportunity to practice interactive communication skills and may, as Al-Khanji (1987) stated, be "capable of renewing class interest and enthusiasm" [and promote] "both teacher and student creativity and spontaneity" (p. 12). In addition, role-play may help weaken the affective filter that Krashen (1985) believes inhibits students from fully participating in and gaining from classroom discussions due to lack of motivation, shyness, or apprehension. Role-play activities can create learning situations and events that encourage active student participation and reduce student anxiety because they are fictional and therefore perceived as less threatening (Fellenz & Conti, 1986). Role-play also compels students to pay more attention, encourages them to focus on the meaning of language and use it creatively, and increases their motivation, interest, and participation (Garr, 1988; Horwitz, 1985; Rosen, 1993; Smith, 1986).

Weaknesses of role-play are identified by Horwitz (1985), who points out that in role-play activities only a few students can participate, leaving the rest of the class inactive; role-playing is dependent on the students' "poise, creativity, and acting ability" (p. 206) and the differences in student comprehension levels can leave many of them "confused and frustrated" (ibid., p.206). In addition, because most role-play is not goal oriented and is usually dominated by more fluent students, producing artificial conversations to gain fluency may not work for the majority of students (Smith, 1986).

Long-term Role-Play

Long-term role-play is a modification of role-play which allows students to develop and use a character throughout a number of activities (Long, 1986). Since it is difficult for students to assume roles for short periods of time, long-term role-playing enables students to "relax and grow into their second selves" (Long, p. 148). Once students are comfortable with their new personas, they perceive actions and words to be "directed toward (their) assumed identities . . . rather than toward them personally" (Long, p.145), which reduces their anxiety level and increases their confidence.

In long-term role-play, students choose their roles based on their interests and needs (Nizegorodcew, 1987). This increases their interest and motivation in the role-playing activities and can lead to scenarios that can be sustained throughout the course (Horwitz, 1985). In addition, long-term role-play enriches vocabulary for the whole class, personalizes cultural information, and breaks the conventional question and answer format of traditional classrooms (Clark, 1982; Long, 1986). Perhaps most importantly, long-term role-play facilitates student communication by giving them schemata and context from which they can construct meaning in and outside of the classroom.

To overcome the weaknesses of role-play and exploit its strengths, we have developed a long-term role-play technique that focuses on the creation of schemata and context before the simulations begin. This technique can be used to practice a variety of language skills learned throughout an entire semester and compels all students in a large class to simultaneously participate in the simulated activities. Students are provided with appropriate language support to complete the tasks and have freedom to say what they wish.

The following activities have been successfully implemented in Japanese university integrated skills courses which emphasize conversation with 30-40 low intermediate to advanced English majors. One class period is 90 minutes long, and classes meet four times per week. Table 1 summarizes the time-frame for a one-semester long-term role-play.

Contextualized Long-term Role-Play

Students are prepared for contextualized long-term role-play with a pair information-gap activity which provides an overview of what long-term role-play is and what the students will do, suggestions on how to make the activities successful, and an explanation of its goals. Using handouts provided by the teacher, one student in the pair explains that they will create for themselves fictional role-play characters from English speaking countries. During certain activities they will assume those characters and discuss their personali-

学習者中心の授業やコミュニカティブタスクを中心にした授業を行うとき多くの教師はロールプレイを使用してきた。本論ではロングタームコミュニカティブタスクの使用を提案している。このタスクでは学習者は自分に合った教材やコミュニカティブタスクを選択し、教師は学習者の上達をモニターしその結果をフィードバックすることができる。さらに普段の教室活動では作ることのできないコミュニカティブな状況をこのタスクでは作り出すことができる。つまり、学習者は実際の談話の中で既習の知識を使うことができるのである。

Table 1: Activities Time-Frame

Unit Activities		Number of Classes
Regional Studies:	Language development	4
	Student Research	4
	Presentations	4
Character Development:	Hometowns	1
	Families	1
	Occupations	1
	Living Arrangements	1
	Habits	1
	Hobbies	1
	Personal Qualities	1
	Hopes and Predictions	1
Teacher-Constructed Simulations:	The Party	1
	Finding a Roommate	1
	Social Schedule	1
	Dating	1
	Other activities	4+
Student Created Simulations:	Preparing the drama	4
	Drama presentations	4

Note: All times are approximate and are based on 90-minute class periods. It is best to have each activity last one day especially if classes are separated by a number of days.

ties, hometowns, possessions, problems, and occupations, and react to situations, questions, and events from the characters' point of view. The student also reinforces the idea that they should follow their own interests when creating their characters.

The other student in the pair explains that to complete the activities successfully they must research how people live in the country their characters come from, acquire the vocabulary they need to discuss their characters' lives, and remember that their characters are native English speakers who think and speak in English at all times. In addition, the student explains the goals of the role-play: (1) to acquire vocabulary sufficient to discuss various topics; (2) to acquire grammatical structures and speaking skills appropriate to specific situations; (3) to experiment with language used in different social relationships and situations; and (4) to increase confidence in using English.

Step One: Regional Studies

Students begin with a three-week study of a region of an English speaking country of their choice. For example, students interested in the United States can choose one of eight regions to study: the Northeast, the Old South, the Southwest, the Great Lakes region, the Great Plains and Rocky Mountains region, the West, the Northwest, or Hawaii and the Pacific Islands. In small groups interested in the same region, students work through a series of communication tasks. These tasks progress from one week of teacher-assigned and controlled vocabulary development, listening, writing, and communication tasks to a week of student controlled research assignments, and culminate in a week of presentations where the small groups teach what they have learned about their region to their classmates.

To illustrate, a group of four students who were interested in the American Southwest began their study by splitting into pairs and reading either an essay concerning the Grand Canyon or one about San Antonio. After reading the essay and answering vocabulary and comprehension questions prepared by the teacher, the students exchanged partners and told each other about what they had read.

Next, the group watched a segment about the region from the video *America—Catch the Spirit* (U.S. Department, 1987) and together answered the accompanying vocabulary and comprehension questions. When they had finished, each student chose a different tourist attraction or place found in the region, researched it, and wrote a short report describing its location, what you can do and see there, its industry, its cultural attractions, and its history. When they had completed their reports, they presented them to the other members of their group. Using the university library and the Internet, the members of this group wrote about and reported on the Dallas/Fort Worth area, Carlsbad Caverns National Park, the Colorado River, and Roswell, New Mexico.

Finally, the group prepared and gave a class presentation on the six places already researched plus two more. This took the form of a tour through the region suggesting where to go, what to do, places to stay, things to see and learn, how to travel between sights, and how much transportation, hotels, and tourist attractions cost.

During this three-week unit, students acquired knowledge about the area from which their characters would come and the ability to talk about it. In the process, they learned important facts, statistics, and cultural information concerning the region which increased their vocabulary and world knowledge as well as helped them build schemata for creating their role-play characters' personality and history.

Step Two: The Personal Profile

Next, the students develop their characters' profile and personal history. The character profile consists of the character's name, age, nationality, hometown, occupation, place of work, family, interests, goals, and a short personal history. The students create all this information using the knowledge gained in Step One.

For example, a student who was interested in the American Southwest created a character named Emmett L. Brown, a 65-year-old FBI investigator from Roswell, New Mexico. According to his personal history, when he was 16 years old, the United States government was said to have covered up a UFO crash in Roswell. This incident changed Emmett's life. He devoted his life to UFOs, collected information on them, and dreamed of proving "what really happened in Roswell back in 1947."

Another student who studied the Great Lakes region created a 27-year-old cellist for the Chicago Symphony Orchestra. Her character grew up in Urbana, Illinois, studied music at the University of Illinois and in Austria, and liked to play tennis. Students later used these initial interests as the basis for further research and discussion.

Step Three: Character Development: Input, Production, and Practice

The personal profiles are the starting point for a series of teacher created sub-units that cover personal information such as hometowns, families, occupations, living arrangements, habits, hobbies, personal qualities, hopes, and predictions. Each sub-unit follows a pattern of language input, production, and practice which can be completed in one or two class periods.

In the language input stage, the instructor provides vocabulary, grammatical forms, and phrases the students will need to discuss the sub-unit topic. In the production stage, the students apply this input to produce their own ideas based on their role-play characters' profile and background. In the practice stage, the students assume their characters and use their ideas in discussions with their classmates. Throughout each sub-unit the instructor takes note of common errors and problems to review and correct at the end of each class or at the beginning of the next class period.

For example, students begin one sub-unit in small groups going over a list of phrases used to introduce hopes and predictions. They then watch a teacher-produced video (Edwards, 1996) featuring three native English speakers discussing their hopes and predictions for one year, five years, and thirty years. These speakers say things such as "By this time next year, I'll probably have a new job," or "Within five years, I'd like to travel more in Southeast Asia." During the first showing, the students listen for specific hopes and predictions. In a second showing, they listen for the language used to introduce each hope or prediction. Finally, they compare their answers and listen one last time to confirm them.

In the production stage, students review grammatical forms used to express future tenses and help one another describe their role-play characters' hopes and predictions. The contextualized long-term role-play lets the students express hopes and predictions they would not normally have. For instance, the student whose character was the cellist from Chicago would perform in all the famous concert halls of the world by the year 2000; another student who created a baker from Indianapolis wanted to spread her bakery chain around the world before she was sixty-five; and a third who was a table tennis player from Las Vegas hoped to be world champion within five years.

During the practice stage, students receive a handout explaining that they must interview three other characters to find out at least three things about their futures. After making their questions, they circulate around the class gathering the information. They then relate it to a fourth student. The repetition of interviews and the relaying of information require the students to recycle information, vocabulary, grammatical forms, and phrases thus aiding the language acquisition process.

Step Four: Teacher-Constructed Simulations

In the teacher-constructed simulations, the students use the information and skills they have developed in actual discourse to achieve linguistic and functional objectives such as describing places, people and things, discussing past events, giving advice, or making future plans. These simulations require one or two classes each and follow the pattern of input, production, and practice. After each simulation, there is a period of teacher error correction and assessment and student self-reflection in the form of learning logs.

The simulations begin when the students (in character) arrive in Japan for an extended stay and find they need a roommate. Their search begins at a simulated party where they introduce themselves and make small talk with the intention of finding three potential roommates. They later interview these people to find out about their habits, hobbies, qualities, and daily routines with the goal of finding a suitable roommate. The roommates play a key role later because they are the ones to whom each student will describe the events and outcomes of future simulations.

Once they have found their roommates, the students plan a social schedule for the coming week. They arrange a date with a different member of their class (anyone except their roommate) for each night of the week and verbally report that schedule to their roommates. They then create and describe one of the dates. Students who decided to go out together on Tuesday night create the scenario for what happened and then tell their roommates about it (see Appendix). The date simulation can lead into other simulations such as marriage, honeymoons, relationships that go wrong, travel scenarios, relocation plans, moral dilemmas, or dangerous events. The number of possibilities for simulations is as enormous as the number of events in life and limited only by the instructor's and students' imaginations.

Students reach the linguistic/functional objective of each simulation basing all their desires, hopes, intentions and arguments on what they know of their role-play characters. For instance, a role-play character that doesn't drink and usually retires early avoids a roommate who likes to party and listen to loud music. Another who hates driving argues against living in the country where a car would be necessary. A third who is an environmental activist tries to convince others that recycling is important.

Step Five: Student-Created Simulations

In the final stage, groups of four or five students plan a 20-minute drama for their characters in one of several possible settings, such as a group hike in the mountains, a New Year's Eve party, a crowded train or plane, or a house on fire. The only restriction placed on the students is that they use what they know about their role-play characters to decide what they say and do in the drama. Each group writes its drama's dialogue, practices it, and revises it. During this time, the instructor monitors progress, makes suggestions, helps with dialogue, and corrects errors. The groups then perform their dramas for the class and are videotaped. Later, the tapes can be used for group and self-assessment, and feedback from the teacher.

Our students created some interesting communicative events not normally associated with the classroom. For example, one group, which included the FBI agent, was involved in an encounter with a UFO on a flight over the Pacific that led into a time-travel scenario. In another simulation, a drunken lion tamer from Seattle accused a group of American tourists on a Tokyo train of stealing his lion with hilarious results. In a third group, a pair of dedicated environmentalist decided to take a group of politicians hostage in order to publicize their cause. However, they inadvertently abducted the wrong party and ended up trying to justify their actions to a group of businessmen.

Conclusion

Contextualized long-term role-play gives students time to develop the context they need on which to base communication and the creative freedom to use it. It exploits the strengths of role-play by helping students overcome the affective filter, maintain concentration for longer periods of time, focus on the meaning of the language, and feel increased motivation for learning. It also avoids one of the major weaknesses of role-play by requiring all students to participate in the activities simultaneously. In addition, it minimizes student confusion and frustration by giving them sufficient learning goals, time to develop the necessary schemata to take on a role, and sufficient language support to achieve the task. Most importantly, by allowing students to create and sustain role-play characters for the simulations used in class, they can be comfortable, creative, and successful in developing their ability to communicate in English.

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Appendix:
Teacher-Constructed Simulation: The Date

(Real name:)
Name:

You are going to tell your roommate about the date you went on Tuesday night.

Task 1: With the person you went out with on Tuesday night discuss what you did and how the evening went. Try to answer the questions below. Try to provide as much detail as you can. In addition, include an unusual event that happened on your night out (i.e., You were robbed coming home or found ¥1,000,000 in a taxi.) Use your dictionaries, your teacher, and your classmates to learn the vocabulary you need to talk about your date. Remember you are talking about past events so think about when and in what order the events occurred. Make notes as you work.

1. Was the event simply completed in the past? (simple past verb)

   We ate at a Chinese restaurant in Harajuku.

2. Was the event completed before another event or time in the past? (had + past participle)

   By 8:00 we had eaten our dinner, so we decided to go to a bar for drinks.

3. Was the event in progress at a specific time in the past or when another event occurred?

   (was/were + -ing form)
   We were waiting for a taxi, when it started to rain.

What did you do there?
What did you see there?
Who did you meet there?
Did you have a good time?
Where else did you go? Who did you go with?
When and where did you meet? Where did you go?
How did you go there?
What time did you get there? What else did you do?
What time did you leave?
How did you go home?
Why did an event happen?

Write notes about your Tuesday night out.

Task 2: Now join your roommate and tell him or her about your Tuesday night out.

Task 2a: If your roommate is telling you about his or her Tuesday night out be sure to ask questions when you don't understand something, need new words defined, or want to know more about something

Culture controls behavior in deep and persisting ways, many of which are outside of awareness and therefore beyond conscious control of the individual. — Edward T. Hall (The Silent Language, 1959, p. 35)

The Essence of Return Culture Shock: Mystified With the Obvious

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Culture shock is concerned with the relationship between culture and language within the context of cultural adaptation. A related concept is *return culture shock*, the mixture of emotions one experiences during repatriation, when returnees acclimatize into the social, psychological, and occupational patterns of their home countries (Hogan, 1996). People living in an international environment will benefit from exploring the core elements of return culture shock in order to gain a clearer understanding of this aspect of their intercultural experience.

When examining return culture shock, it is crucial to recognize the awareness level of social interactions and customs one employs within their own culture (C1)[1] and how this is contrasted with the awareness level in a second culture (C2). In order to have a clearer understanding of return culture shock, this paper will look at the tacit nature of culture, the connection between linguistic and cultural awareness, and finally the role of television and other media. This information will be useful to language teachers and their students who travel extensively and may live in a foreign country for an extended period of time.

C1, C2, and Radio Waves

Before examining return culture shock in detail, it is necessary to briefly look at culture itself. Kroeber and Kluckhohn's definition of culture is one still largely accepted today: "Culture consists of patterns, *explicit* and *implicit*, of and for behavior acquired and *transmitted* by symbols, constituting the distinctive achievements of human groups" [italics mine] (1952, p. 47).

In a more esoteric yet relevant definition, Hofstede (1984, p. 51), described culture as "the collective programming of the mind which distinguishes the members of one category of people from another."[2] Although we know that culture is learned, we also know that it is made up of multifarious components. A great deal of culture, in fact, acts in much the same way as radio waves—it carries information, is omnipresent though invisible, and, if one is tuned to the right frequency, it conveys powerful messages to those equipped to receive them. Just as non-scientists who listen to the radio have difficulty describing how radio waves are transformed into sound, most people have trouble explaining culture, despite the fact that it is the basis of much of their behavior, attitudes, and ways of life. The limitless zones of culture are both readily apparent on the one hand and subtle and impalpable on the other. It is within many of these elusive, intangible aspects of culture that our specific behavior, values, and philosophies are steadily formed.

Culture Shock

In general, culture shock occurs when people relocate from surroundings to which they are accustomed to an unfamiliar place in which the information being transferred to them is contrary to their C1. This may induce any number of emotional reactions, such as fascination, rebellion, or the tendency to surround themselves with others who share their underlying cultural programming. The type of reaction usually depends on one's individual characteristics in dealing with new situations, prior C2 encounters, and linguistic ability.

Insights Into Return Culture Shock and Awareness

People who spend considerable time outside of their home cultures, whether conducting research, traveling, studying, or teaching, undergo reverse culture shock in one form or another whenever they step back into their C1.

Why does return culture shock occur? According to Hogan (1996), people may have idealized notions about their home country while away only to find that it has undergone economic, social and political changes during their absence. Or, they may find that their personal social bonds are weaker, and friendships lack the closeness that was present before. Perhaps more common is the gap between their memories and the changing realities of their society.

The main concept to examine within return culture shock is the level of awareness that a person is operating on when in a C2. To better comprehend the significance of this idea, it is important to examine the level of awareness you must possess and exercise in order to readapt to your home culture as compared with the awareness necessary in a C2.

本論では逆カルチャーショック(異文化から自文化へ戻った時出会う感情)の本質を検証する。その文化の特徴、言語意識と文化意識との関係、マスメディアなどが逆カルチャーショック度に大きな影響を与えている。逆カルチャーショックを乗り越える方法の一つとしては、逆カルチャーショックは誰にでも起こるということを認識することである。

The Correlation Between Linguistic Awareness and Cultural Awareness

Speaking in your L1 is often like riding a bicycle: once learned, it is quite effortless. As some have noted (see Gattegno, 1972; 1985), communicating in L1 is usually as natural as breathing. In most everyday situations, you do not have to use a large amount of energy to produce language and communicate, and more importantly, you do not have to be especially aware of what you are doing (e.g., how you hold your mouth to produce a sound, how to use pronouns, or conjugate verbs). The more fluent you become in a language, the less you have to think about these factors. However, your awareness level must be raised when using an L2, unless you have become bilingual.

As those who speak foreign languages can attest, after hours of using an L2 without a break one becomes fatigued because using an L2 requires more awareness and skill to maintain a suitable level of communicative competence.

The same concept can be applied to culture. When one enters a C2 for the first time, the awareness level is at a much different state compared to being in your C1. Because one does not share the same cultural schema, a raised awareness emanates as soon as one sets foot in a C2. One immediately becomes aware of the differences in peoples' body language and living space. The food, drink, dress, and smells in the C2 may vary considerably from what one is accustomed to back in the C1, and one quickly recognizes the similarities and differences. Even after living in a C2 for a long period of time, an elevated awareness level of social conventions is still necessary to survive. This awareness, and the energy required to maintain it, is similar to the attentiveness necessary to speak in an L2.

Increased Awareness, Return Culture Shock, and the Public Bath House

What effect does a heightened awareness level in another culture have upon returning to one's home country? Quite possibly, you are still acutely aware of what is going on around you, of how you are talking, about social interactions at the airport, about the size of the portion of food you order, and about elements of human interaction. But what differentiates this from one's experience abroad is that it is one's own culture.

A simple explanation is through the metaphor, "the world as a *sento*" (public bathhouse). Your C1 is a sauna in which you are totally comfortable in the dry heat. When you journey to a C2 it is like jumping into a *cold bath*: At first you feel quite stunned and dazed. After a period, you adjust to the frigid tub and ponder why people are enamored with it. You gradually grow accustomed to the chilly temperature and your state of ambiguity. From the social interaction in the cold bath, you recognize there is a depth of information about the C2 you will never be familiar with—you're not completely tuned in! Then suddenly, you move back into the sauna, your C1, and with your enhanced perception, you are aware of and experience the heat at a deeper intensity than before. Because you have discovered the concept of cold, you have an intimate understanding of the hot. While standing unnoticed in the blistering sauna, the torridity of your C1 seems both natural and unpleasant. This is the effect of return culture shock.

TV, Media, Context, and Return Culture Shock

When people live outside their C1 for an extended period of time, their knowledge of media trends deteriorates. Even though the Internet has brought many parts of the world closer together, it has not yet overtaken television as the most powerful socializing agent in the industrialized world. When away from their C1 however, people lose direct contact with this form of popular media.

A clear example of the schema the media produces occurred just prior to the final episode of a popular American situation comedy called *Seinfeld* (the name of its leading character, Jerry Seinfeld), which aired on May 14, 1998. According to the Baltimore Sun, the program averaged 30 million viewers each week for its last four years on the air, more than 10% of the total U.S. population. *Seinfeld* has been discussed by all age groups in American society, from teens to senior citizens. Aspects of the show were often the topic of conversations in the workplace, and were debated by scholars (Zurawik, 1998, p. 12). Collections of academic essays and college research papers were also written about the show. Prior to its final episode, the Baltimore Sun published *Users' Guide to Sein Language*. Since it was being broadcast around the globe, there was a concern that viewers wouldn't understand the humor: "When the rest of the world is laughing at the *Seinfeld* finale May 14, you will want to be in on the joke. If you are not familiar with Jerry (Seinfeld) speak, here is a quick guide to help you figure out what is so funny" (1998, p. 12). If you were living outside of the U.S. for some time (the show was on the air for nine years, from 1989) and returned in time for the final episode, you might have suffered some return culture shock.

Unlike missing a single movie and not understanding the context of a conversation, the returnee may have bypassed an entire genre of shows which helped shape or at least add to some of the widespread attributes of popular culture in his or her homeland. When you return, not only do you not know what people are talking about, but you also may feel that you don't really share the same interests. You may confront a situation in which you are regarded as eccentric by your peers (Hogan, 1996).

Returning Home: Just Another Country

Culture is multifaceted, ingrained in every individual, and clearly difficult to define. Thus, when people enter a new culture, the levels of awareness for both cultural adaptation and language understanding are raised. The media, interpersonal relationships, and learning skills are integral to the process of getting over the initial culture shock. However, all these influences can never replace the missed information that they would be viewing in their own C1, i.e., news, current events, and social events that shape trends.

There are several books that explain ways to deal with return culture shock (see Smith, 1996; Storti, 1997). Suggestions include keeping in contact with current media via video tapes sent from home; setting up satellite dishes and watching global news networks; and staying in touch with friends via letters, e-mail and phone. When you return home, it is useful to surround yourself with those who have experienced the odyssey of living overseas. The best way to deal with return culture shock may simply be to have awareness that it is going to occur. Being conscious of your perceptions is the most valuable step in being comfortable upon return. Once you realize that your heightened awareness gained in the C2 remains, you will be able to better interpret your C1.

Upon reentry, many returnees reconfirm that their homeland is simply another country in the world. It may or may not be economically better off or have a different style of government than other C2's, but culturally you are able to see your C1 as a place which is quite similar to all places around the globe in that it has both positive as well as negative attributes. It is in this scenario that you are able to see your C1 from a different viewpoint, realizing that the best way to learn about both the admirable and undesirable traits of your own culture is to leave it. You can see how each country on this planet is a figurative island, with a distinctive culture, media, and ethnocentric perspective.

When you do return to your country with a raised awareness, it is important to focus on the positive aspects of your new cultural cognizance. Being more culturally aware gives you the chance to familiarize your compatriots with the wider world, to show how cultural understanding is enriching for both the individual and society.

It is invaluable for sojourners living overseas to understand that their reactions upon returning home are a natural and a valuable aspect of the process of becoming an intercultural person. For many, this awareness is the essence of return culture shock, and it is at this point of disorientation, being mystified with the obvious, that you realize what return culture shock is. It is a time when you have no choice but to familiarize yourself with and become attuned to a society to which you once belonged. What at one time seemed run-of-the-mill and comfortable, feels much like another world.

Notes

1. For the sake of clarity, I am using the term *culture* to embody the notion of the primary culture of a country or nation state (e.g., French, German, Japanese, New Zealand, Polish, or Thai culture).
2. The concept of culture acting as collective programming or radio waves is similar to the study of *memes* and *memetics*. A meme is an information pattern, held in an individual's memory, which is capable of being copied to another individual's memory. Memetics is the theoretical and empirical science that studies the replication, spread, and evolution of memes. For a more detailed analysis of this concept see Dawkins, 1976.

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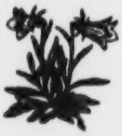

Templin, et al. cont'd from p. 12.

8. Do you eat, study, or worry in bed? ___ ___

9. Do you do 20 minutes of aerobic exercise every day? ___ ___

Food

10. Do you study or work while you eat? ___ ___

11. Do you have to watch the clock as you eat? ___ ___

12. Do you eat a balanced diet of meat, fruits & vegetables, rice, and milk? ___ ___

Desired results:
1. 6-9 2. Yes 3. No 4. Yes 5. Yes 6. No
7. No 8. No 9. Yes 10. No 11. No 12. Yes

Penguin

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高等学校英語Ⅰ教科書の分析－国際英語の観点から

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Ⅰ．はじめに

わが国において、文部省検定教科書は多くの中学・高等学校で使用されており、非常に大きな影響力を持っている。教科書のシラバス、言語材料、題材などが変化するだけで、教師・生徒に大きな影響を与えると言えよう。教科書は学習指導要領をもとに編纂されており、指導要領の記述の変化が教科書の内容に及ぼす影響も大きいと考えられる。戦後の指導要領の変化を見てみると、時代の流れとともに「国際理解」を求める傾向が強くなってきているようである（真尾 1988）。例えば、中学校学習指導要領を見てみると、昭和 33 年の段階では「主として英語国民の日常生活」などの題材と限定しているが（文部省調査局 1958）、昭和 44 年では「その外国語を日常使用している人々をはじめ広く世界の人々の日常生活」などの題材とし（文部省 1969）、英語国民のみに限定しなくなった。さらに平成元年では「その外国語を日常使用している人々を中心とする世界の人々及び日本人の日常生活」などの題材とし（文部省 1989 a）、世界の人々だけではなく日本人に関する題材も重視するように明記することとなった。高等学校学習指導要領でも同じように記述が変化しており（文部省 1960, 1970, 1989 b）、英米を中心とした英語圏から地球規模へと、題材の視野を広げてきたことがわかる。

同様の傾向が文部省検定教科書についても言え、八代（1989）は戦後の中学校英語教科書を比較分析し、アメリカ一辺倒から世界の他の国々へ関心が広がってきていると報告している。実際、宮崎（1993）、森住（1995）、大喜多（1995）などの中学校教科書分析結果では、英米だけでなく世界の様々な地域も幅広く扱っているとされている。現在、世界の様々な地域、様々な場面での英語の使用は実に多様である（スミス 1997）。そのため、英語を学習するのは、英米文化を学習するためというよりはむしろ世界の人々と交流するためであるから（本名 1990）、幅広い地域を扱うことは望ましいことであろう。しかしその一方で、橋本（1996）やスミス（1997）のように、英語教科書は現在でもアメリカ重視の傾向が強いのでは、と指摘する声もあり、実際に教科書の中で世界の国々がどう扱われているのかについてはさらなる分析をする必要があろう。

過去の国に関する研究の分析観点は、a．国名の出現回数による分析（例えば、森住 1995、橋本ほか 1996）、b．作品の舞台がどこの国なのかによる分析（例えば、橋本ほか 1996）、c．登場人物や場面状況がどこの国の人・場面なのかによる分析（例えば、八代 1989、宮崎 1993）の 3 種類に大別できると考えられる。ここで問題としたいのは、このような中学・高校の英語教科書で扱われている国々に関する分析を行う際に、その分析観点が研究によって異なるため、分析の結果が表面的あるいは主観的になってしまっているものが多い、ということである。例えば、「異文化理解」をどの程度その題材選択に反映させているのかを分析するために、教科書文章中の国名の出現回数を数えたり、教科書中に取り上げられている作品の舞台、登場人物、場面、状況等を国別で分析することによって、正確に検討することができるのかどうかは疑わしい。さらに、過去の研究における分析手法を見てみると、国を分析する観点を上記の a ～ c のように設定していても、実際の分析において分析観点を点数化しているものは少なく、教科書全体を概観した研究者の印象で分析しているものが多い（例えば、添田 1992、森住 1995 など）。また、分析結果を点数化している場合でも、何をもって 1 点とするのかという定義が曖昧であったり、あるいは定義が欠けていたりしており、分析の信頼性は低いと感じられる。

これら先行研究における問題点を考慮すれば、教科書分析をする際には明確な分析基準を設け、信頼性の高い分析を行うことが重要であると言えよう。また、先行研究の多くが中学校教科書を対象としており、高等学校教科書において扱われている国々を分析した研究が少なく、高校教科書においてどの程度英語圏以外の国々が取り上げられているのかを調査することには意義があると考えられる。特に高等学校英語教科書の中で使用頻度の高い英語Ⅰの教科書を分析することによって、実際に数多くの生徒が接している教科書の傾向を知ることができよう。そこで小論では、明確に分析基準を定義した上で平成 5 年度版及び平成 10 年度版の高等学校英語Ⅰ教科書を比較分析し、扱われている地域・国の傾向について考察する。

Ⅱ．教科書分析の方法

1．分析基準

教科書に出現する国を詳しく分析するために、大喜多（1995）の分析方法を参考にして分析基準を設けた。大喜多（1995）は 'culture-specific' と 'culture-general' の 2 つに分類をしているが、本調査では nation-specific と nation-nonspecific の 2 つに分類した。これは、'culture-specific' が「ある特定の国や地域の文化に関するもの」であるが、「文化」という言葉の定義が曖昧であるため、別の明確な基準を立てる必要性を感じたからである。そこで本研究では「扱われている国」を分析主眼とし、以下のような分析基準を立てた。

nation-specific は、「ある特定の国が単なる背景にとどまらず、1 レッスンの中で中心的な話題（main topic）となっている場合」、また、「話の内容がある特定の国の文化と切り離せない場合」

とした。例えば、ある特定の国の食文化や歴史について扱った課がこれにあたる。なお、中心的な話題であると判断する基準としては、「分量的に国が1レッスンの中で半分以上扱われている場合」と設定した。

一方、nation-nonspecific は、次のような場合とした。

①3～4カ国以上の間で共通の話題や世界共通の事柄を扱っている場合。例えば、環境問題・世界平和・倫理・道徳・科学など。

②中心的な話題が個人のレベルにとどまっていて、ある特定の国についての言及がなされていない場合。例えば、伝記・小説など。

①の具体例としては、*CLIPPER ENGLISH COURSE* I の Lesson 8 "What Can I Do for the Environment?"のように、特定の国についての記述でない場合（この場合は環境問題）を nation-nonspecific として扱った。なお、*SPECTRUM ENGLISH COURSE* I の Lesson 6 の「ウィンブルドン」のように、その background（この場合、イギリス）は specific だが、トピック（この場合、テニス）としては一般的なものも nation-nonspecific として扱った。

②の具体例としては、*MILESTONE ENGLISH COURSE* I の Lesson 3 のアメリカの大リーガー「ジム・アボット」についての話のように、彼個人の人生についての伝記が中心的に書かれており、アメリカという国が background にとどまっているものは nation-nonspecific として扱った。

2．分析方法

調査の対象は「内外教育」の採択リストにより、平成9年度の時点で採択率の高い順から15の英語I教科書を選んだ（時事通信社 1997)。この15冊だけで62.4%の占有率があり、かなり多くの生徒が授業で接する教科書であると考えられる。これら15種類の平成5年度版教科書1)と平成10年度版教科書2)、計30冊を分析した。なお、現時点（平成9年12月）では平成10年度用の教科書がまだ準備段階であるため、実際に使用される教科書とほぼ相違がないと考えられる「見本本」を使用した。実際の分析においては、教科書30冊の本課及び補足課（Supplementary Reading）の本文を分析対象とした。ただし、その課に登場する絵、写真、文法のまとめ、練習問題は調査の対象に含まない。

上記の nation-specific、nation-nonspecific のどちらの基準に該当するのかを調査し、教科書の本課及び補足課の各レッスンに2点ずつ配分した。また、nation-specific に分類される課で、内容が二国の比較で展開していく場合は、それぞれの国に1点ずつ配分した。分析の信頼性を高めるために、2人以上で1冊の教科書を別々に分析したが、分析者間で意見の不一致が見られた場合には全体で議論した上で分析結果を決定した。

Ⅲ．分析結果

表1　高校英語I教科書における主題の分類

	平成5年度版	平成10年度版
nation-nonspecific	344(82.7%)	358(84.4%)
nation-specific	72(17.3%)	66(15.6%)
合計	416(100%)	424(100%)

表1は nation-specific と nation-nonspecific に分類した結果を示したものである。nation-specific と分類されたものは、旧版・新版ともに2割にもみたず、ある特定の国を主題としたレッスンが全体として少ないということを示していると考えられる。

表2　nation-specific な主題の地域・国別内訳

	平成5年度版	平成10年度版
アジア		
日本	17(23.6%)	18(27.3%)
中国	2(2.8%)	2(3.0%)
インドネシア	2(2.8%)	0(0%)
シンガポール	2(2.8%)	2(3.0%)
（地域別小計）	23(31.9%)	22(33.3%)
ヨーロッパ		
イギリス	9(12.5%)	4(6.1%)
ギリシャ	2(2.8%)	2(3.0%)
ボスニア・ヘルツェゴビナ	0(0%)	4(6.1%)
（地域別小計）	11(15.3%)	10(15.2%)
中東		
エジプト	2(2.8%)	0(0%)
（地域別小計）	2(2.8%)	0(0%)
アフリカ		
ギニア	2(2.8%)	2(3.0%)
南アフリカ	2(2.8%)	2(3.0%)
ザンビア	2(2.8%)	0(0%)
（地域別小計）	6(8.3%)	4(6.1%)
北米		
アメリカ	19(26.4%)	20(30.3%)
カナダ	2(2.8%)	2(3.0%)
（地域別小計）	21(29.2%)	22(33.3%)
南米		
アルゼンチン	2(2.8%)	0(0%)
チリ	2(2.8%)	4(6.1%)
（地域別小計）	4(5.6%)	4(6.1%)
オセアニア		
オーストラリア	3(4.2%)	0(0%)
ニュージーランド	2(2.8%)	4(6.1%)
（地域別小計）	5(6.9%)	4(6.1%)
合計	72(100%)	66(100%)

表2は nation-specific と判断されたレッスンにおける国別内訳と、その出現状態を地域別にまとめて示したものである。全体的に見れば、比較的幅広い地域を主題として扱っているようであ

る。しかしながら、北欧やロシアなど、全く扱われていない地域もあると言えよう。また、教科書によって扱っている国数には差があり、nation-specific と判断されたレッスンが全くない教科書もあれば、1冊だけで6ヵ国も扱っていると判断された教科書もある。全体としても、旧版・新版ともにアメリカと日本とを中心にして扱っており、この2ヵ国だけで50%以上を占めていることがわかる。

また、旧版と新版を比較すると、イギリスが全体に占める割合が半分に減少している。全体的に扱われている国の数も減少しており、平成5年度版では16ヵ国なのに対して、平成10年度版では12ヵ国になっている。

表3　nation-specific な主題の英語使用・学習域分類

	平成5年度版	平成10年度版
アメリカ	19(26.4%)	20(30.3%)
イギリス	9(12.5%)	4(6.1%)
カナダ	2(2.8%)	2(3.0%)
オーストラリア	3(4.2%)	0(0%)
ニュージーランド	2(2.8%)	4(6.1%)
中心円（Inner circle）小計	35(48.6%)	30(45.5%)
シンガポール	2(2.8%)	2(3.0%)
南アフリカ	2(2.8%)	2(3.0%)
ザンビア	2(2.8%)	0(0%)
外円（Outer circle）小計	6(8.3%)	4(6.1%)
日本	17(23.6%)	18(27.3%)
中国	2(2.8%)	2(3.0%)
インドネシア	2(2.8%)	0(0%)
ギリシャ	2(2.8%)	2(3.0%)
エジプト	2(2.8%)	0(0%)
ギニア	2(2.8%)	2(3.0%)
南アフリカ	2(2.8%)	2(3.0%)
ザンビア	2(2.8%)	0(0%)
アルゼンチン	2(2.8%)	0(0%)
チリ	2(2.8%)	4(6.1%)
ボスニア・ヘルツェゴビナ	0(0%)	4(6.1%)
拡大円（Expanding circle）小計	31(43.1%)	32(48.5%)
合計	72(100%)	66(100%)

表3は、Kachru (1994) が提唱する「英語の三つの同心円モデル」や Crystal (1995:107-109) を参考にし、三つの英語使用・学習域別にまとめたものである。中心円には、人口の大多数の母語は英語であるアメリカ、イギリス、アイルランド、カナダ、オーストラリア、ニュージーランドの6ヵ国が含まれる。外円にはインド、パキスタン、シンガポール、フィリピン、マレーシアなど、英語が母語ではなく公用語などとして、コミュニケーション上の主要言語となっている国々が含まれる。拡大円には日本など、英語を外国語として学習している国々が含まれる。

この表からは、中心円のアメリカと拡大円の日本が多く扱われている一方で、外円の国々を中心的に扱ったレッスンが非常に少ないということがわかる。

Ⅳ. 考察

今回の分析結果から、比較的幅広い地域に対する言及があるものの、アメリカ及び日本が中心になっているということがわかった。中学校教科書を分析した先行研究ではかなり多くの国々に対する言及があるとされているが、英語Ⅰの教科書では依然としてアメリカ・日本中心の傾向にあると言えよう。アメリカだけでなく日本も中心的に扱うことは、自文化に対する意識を高めるという意味でも望ましいことだと考えられる。しかしながら、異文化としてアメリカを中心的に扱う傾向が続いているのは問題ではないだろうか。現在の英語は英米人のことばというよりも、国際コミュニケーションの道具として使われることが圧倒的に多いと考えられる（本名 1990)。つまり、英語を母語とする人々だけでなく、英語を第二言語あるいは外国語として使用する人々との交流のためにも英語を使用することが多いのである。さらには、Kachru (1994) の分類における外円と拡大円の英語話者数が、近い将来に中心円の英語話者数を上回ることも十分に考えられる (Crystal 1997)。生徒の異文化に対する幅広い認識を育成するためにも、アメリカをあくまでも一文化として扱う必要性があろう。特に、表3から外円の国々を扱っている割合が非常に少ないということがわかったが、スミス (1997) が主張するように、英語の使用が一般的な外円の国々へ視野を広げることも大切であると考えられる。

ただ、ここで問題となるのは、どの程度幅広く扱えば良いのか、ということである。というのも、世界の国々を教科書で幅広く扱った場合、実際に教える教師側への負担が大きくなる恐れがあるからである（添田 1992)。教師が知らない国々について解説するための授業準備時間が増えすぎてしまい、生徒の英語能力を伸ばすという重要な任務がおろそかになってしまってはいけない。しかしながら、アメリカや日本のみを中心的に扱うだけでは、英語がアメリカのみのものであるという誤解を招き、他の国々に対する異文化意識が育たないのではないだろうか。「国際コミュニケーションの道具としての英語」という意識を生徒の中で高めるためにも、アメリカ中心にある傾向をさらに見直し、アメリカ・日本以外の国々も教科書の主題としてバランス良く取り扱うべきであろう。

本研究では、レッスンの主題という分析観点で明確な分析基準を立て、英語Ⅰの教科書を分析した。今回は英語Ⅰの教科書のみを対象としたが、同様の基準で他の高等学校英語教科書や中学校英語教科書を分析することも必要であろう。また、教科書分析をする際には、客観的で信頼性の高い分析をすることが重要である。今回の分析結果は、「国名の出現回数」という分析観点による分析結果よりも、どの国が教科書の中で中心的に扱われているのかを明確に示していると言えよう。先行研究において分析基準が明確でないものが多いと指摘したが、今後、分析基準が明確で信頼性の高い教科書分析研究がさらに増えることが望まれる。

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注釈

1）次の平成5年度版15冊である（時事通信社 1997)。

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4. *SECOND EDITION POWWOW ENGLISH COURSE* I（文英堂）
5. *Go! English* I（東京書籍）
8. *SPECTRUM ENGLISH COURSE* I *Second Edition*（桐原書店）
9. *NEW HORIZON English Course* I（東京書籍）
10. *Genius English Course* I *Revised*（大修館書店）
11. *NEW WORLD ENGLISH COURSE* I *New Edition*（三友社）
12. *CLIPPER ENGLISH COURSE* I *Revised Edition*（大修館書店）
13. *THE CROWN English Series* I *New Edition*（三省堂）
15. *NEW EDITION APRICOT ENGLISH COURSE* I（文英堂）
16. *Revised POLESTAR English Course* I（数研出版）
18. *CREATIVE English Course* I *revised edition*（第一出版）
20. *English PAL* I *Second Edition*（桐原書店）

（平成10年度占有率順、数字は順位を表す）

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Monbusho-approved textbooks have a great influence on current English Language Teaching in Japan. In the aim to investigate how Monbusho textbooks deal with cross-cultural awareness, we have analyzed 1993 and 1998 textbooks for English Course I to find out whether the main topic in each chapter of the textbooks was "nation-specific" or "nation-nonspecific," and if the main topic was "nation-specific," which country/countries it referred to.

With rather explicitly defined sets of criteria that were originally set up for the analysis of the main topics in textbooks, the research turned out to suggest that the English Course I textbooks had a high tendency of referring to the United States of America and Japan. Given the fact that English is used more as a tool for international communication, we believe that more attention should be directed to the balance of the countries that are included as topics in the textbooks.

A Chapter in Your Life

edited by joyce cunningham & miyao mariko

This column is dedicated to the many exciting chapters that make up JALT. The co-editors encourage 900-950 word reports (in English, Japanese or a combination of both) that describe challenges, solutions, and experiences in keeping your chapter active. This month, Leo Yoffe and Shibayama Morijiro introduce the Gunma Chapter and cordially invite you to attend the JALT99 Conference (October 8-11) in Maebashi-shi, Gunma.

Gunma Chapter Welcomes You to JALT99

JALT99 in Maebashi? Where on earth is that? At this point, most of the esteemed JALT98 participants could proffer their educated guesses as to the whereabouts of Maebashi, or failing that, Gunma. Most opinions would probably be actually pretty accurate if we accept that New York City is in the American Midwest, give or take a few hundred miles. For the uninitiated, Gunma is smack in the middle of Japan. Incidentally, there is a city in this prefecture, which is affectionately referred to as the "belly button of Japan" for this very reason. Among other goodies that Gunma offers, one which you would remember most fondly in the unlikely event of a government scandal, is that Gunma has generated more modern prime-ministers than any other prefecture. Our "local production," so to speak.

Just an hour from Tokyo by Shinkansen or car, it is actually hard to understand why Gunma hasn't been chosen as a site by the national committee before. The twin cities of Maebashi and Takasaki offer plenty: good conference facilities, abundance of nature, and most importantly, varied nightlife. So, all of us at Gunma-JALT are very excited about this chance to show off a gem of a prefecture.

Maebashi - a city of "water, trees and poems" - is special in more ways than one. Historically, the city, which was called the "Nara of the Kanto Provinces," was one of the important strategic points where the warlords divided the turf in the Age of Civil Wars (1467 to 1603). During the Edo period, it flourished as a castle town and became famous as the city of raw silk from which the Silk Road of Japan started.

Those coming to JALT99 will not go away disappointed. In the vicinity of the Green Dome, the site of the Conference, October 8-11, you will find Shikishima Park (a great place to jog or engage in less stressful activities) and its Rose Garden. Also nearby are the shopping/drinking/eating establishments of downtown Maebashi and several places of historic interest.

If you are an *onsen* aficionado, a total of 70 hot springs here including Kusatsu, Minakami and Ikaho are awaiting you. It may be a touch too early to ski, but there are many famous ski resorts in northern Gunma.

Founded in 1986, Gunma JALT was set up to help foreign and local English teachers in the prefecture with methodology and teaching techniques. Beginning with 40 members, the early years were spent primarily in teacher-training. Some of the early speakers were Thomas Robb, Thomas Scovel, Mark Seng, Wilga Rivers, Ron White, and Robert Juppe. Membership peaked at 99 early and has been slowly declining. At present, there are 60 full-time members. Most of our members are teachers at secondary level and above.

Along with monthly meetings, Gunma JALT has always held well-attended three-day summer workshops at the end of August, where local members can contribute their expertise and meet leading experts in the field. Also, a traditional annual Christmas Party is held to bring members together socially.

Over the last couple of years, we have sought to broaden the scope of events organized by our chapter. EFL educators—the "bread and butter" of our programs—are being increasingly supplemented by a healthy dose of professionals from other walks of life. The presentations have ranged from working as a translator in Japan (Paul Rector—our local Paul Bunyan) to the American portrayal of Japan through movies (Mark Schilling). We believe that covering a wide range of issues, which may not be immediately related to classroom concerns, will allow our chapter to grow and attract a wider spectrum of free thinkers with diverse philosophies.

Though the composition and demographics of the happy family of Gunma-JALT have changed (ehm... grayed), the goals of the chapter have remained the same: to keep members abreast of the changes in the field of language teaching, to provide a venue for the exchange of ideas and information, to create opportunities for networking among language teachers in Gunma, and to be a forum for new members to meet others and get job information.

On behalf of Gunma-JALT we look forward to seeing you in Maebashi in October !

Leo Yoffe, Co-Program Chair and
George Ricketts, Newsletter Editor

People in JALT-Gunma

What I appreciate the most about JALT-Gunma is the people. They teach English and other languages at junior and senior high schools, colleges, conversation schools, and even private or what we call *kotatsu* schools. We learn from each other. These people are what keeps JALT-Gunma going. Our program chairs invite excellent speakers. It is not unusual that a distinguished scholar from abroad gives a major lecture in Tokyo and soon after we meet the same person in Gunma. In our programs, we try to combine theoretical presentations with hands-on practical workshops. I believe this approach is very much in line with the theme of this year's JALT Conference: "...Connecting Research and the Classroom." After all, the two facets are inseparable.

Our facility and social chairs provide invaluable service, together with the treasurers and membership chairs who make sure our ranks and coffers are never depleted. I think you will also be impressed by our Chapter newsletter: SPEAKEASY. It is a powerful voice of our organization and never fails to stir debate and discussion.

Not only the officers, but everyone at Gunma-JALT are now looking forward to meeting people from all over the world at JALT99.

Shibayama Morijiro,
JALT99 On-Site Chair and Chapter Co-President

If you are interested in joining Gunma-JALT, please contact Shibayama Morijiro; t: 027-263-8522. For information about upcoming events or if you want to become a volunteer at the Conference (October 7-11), contact Leo Yoffe; t: 027-233-8696.

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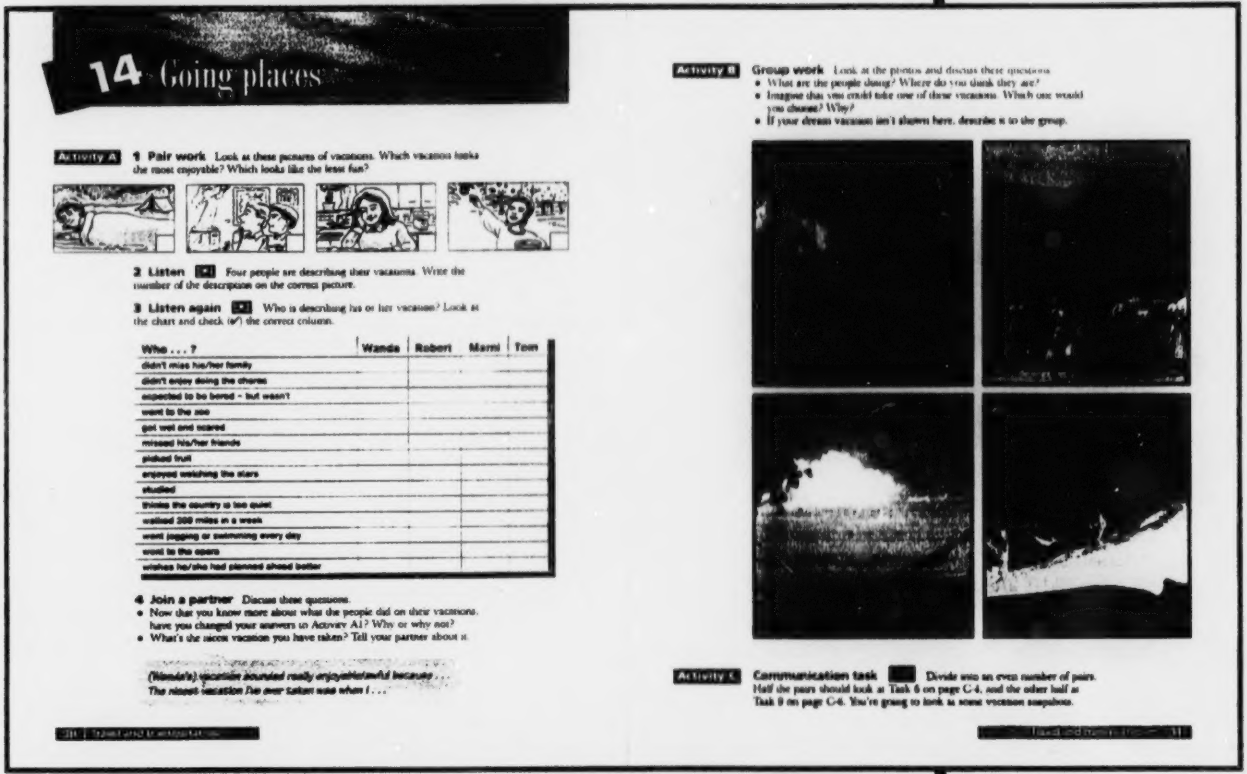


14 Going places

Activity A **1 Pair work** Look at these pictures of vacations. Which vacation looks the most enjoyable? Which looks like the least fun?

2 Listen Four people are describing their vacations. Write the number of the description on the correct picture.

3 Listen again Who is describing his or her vacation? Look at the chart and check (✓) the correct column.

Who . . . ?	Wanda	Robert	Marni	Tom
didn't miss his/her family				
didn't enjoy doing the chores				
expected to be bored – but wasn't				
went to the zoo				
got wet and scared				
missed his/her friends				
picked fruit				
enjoyed watching the stars				
studied				
thinks the country is too quiet				
walked 200 miles in a week				
went jogging or swimming every day				
went to the opera				
wishes he/she had planned ahead better				

4 Join a partner Discuss these questions.
- Now that you know more about what the people did on their vacations, have you changed your answers to Activity A1? Why or why not?
- What's the nicest vacation you have taken? Tell your partner about it.

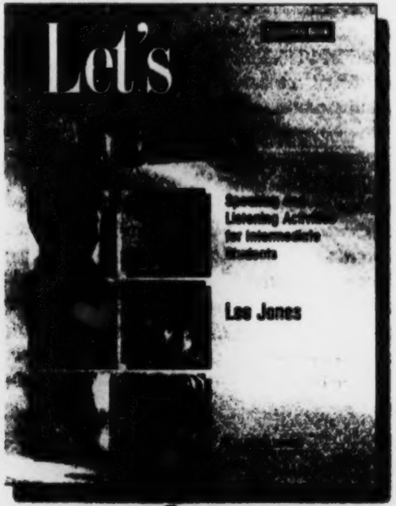
(Wanda's) vacation sounded really enjoyable/awful because . . .
The nicest vacation I've ever taken was when I . . .

Activity B **Group work** Look at the photos and discuss these questions.
- What are the people doing? Where do you think they are?
- Imagine that you could take one of these vacations. Which one would you choose? Why?
- If your dream vacation isn't shown here, describe it to the group.

Activity C **Communication task** Divide into an even number of pairs. Half the pairs should look at Task 6 on page C-4, and the other half at Task 8 on page C-6. You're going to look at some vacation snapshots.

If you could use an American English conversation course, designed for Japanese colleges and universities, with 30 units that can each be taught in one class hour...

Let's Talk



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Telling Stories: Using Input and Output to Develop Both Fluency and Accuracy in Spoken Discourse

Paul Doyon, *Asahi University*

While I was vacationing in Fiji several years ago, I had the opportunity to meet a Japanese woman who had been listening to "Radio English" religiously every morning for 7 years. In spite of this, she couldn't speak a word of English. Since that time, I have also encountered a number of other Japanese people whose exclusive source of English language education had been "Radio English." I likewise noticed that their English ability was either nonexistent or extremely stilted. Now, while there could be a number of reasons for their inability to use English, one highly plausible explanation could be that even though they had been receiving a plethora of input, they had never had the chance to actually use the language. In other words, no output! As Woodfield (1997) states:

> If asked how language is acquired, many teachers would reply that it is through comprehensible input, through understanding messages in the L2 that are just a little above one's current language level....It seems intuitively true, however, that not only comprehension, but also production, has a direct role to play in acquiring a language. (p. 19)

Goals

Naturally, our goals in the language classroom should be not only for students to comprehend the language, but also for them to speak it both accurately and fluently. One of the components of "communicative competence" (as outlined by Canale and Swain 1980; Canale 1983) is "discourse competence." Omaggio Hadley (1993) defines discourse competence as

> [involving] the ability to combine ideas to achieve cohesion in form and coherence in thought. A person who has a highly developed degree of discourse competence will know how to use cohesive devices, such as pronouns and grammatical connectors (i.e. conjunctions, adverbs, and transitional phrases), to achieve unity of thought and continuity in a text. The competent language user will also be skilled in expressing and judging the relationships among the different ideas in a text (coherence). (p. 6)

One way of achieving the aim of developing accuracy, fluency, and discourse competence is by having students reproduce stories. While the reproduction of stories is not a new technique, what is different in this approach is that students are required to tell the same story a number of times. After each telling, the students read their stories again, and then retell it to a new partner. In this way, they are able to focus on and then self-correct the errors (which are still fresh in their minds) with the next telling. As a result, the students are able to tell their stories a little more fluently and accurately each time. Furthermore, by telling the story to a different student each time, they are continuously engaged in authentic communication.

Procedure

First, you will need to have a different story for each student. While I like to use stories from *True Stories In The News* or *More True Stories*, any stories can be adapted for this activity. I recommend writing the directions on the blackboard:

1. Choose a story.
2. Read the story silently for 10 minutes.
3. Turn your story over and tell it to your partner. You cannot look at the story while telling your partner. You cannot use Japanese.
4. When you are both finished, read your story silently again. This time take 5 minutes. Turn your story over.
5. Find a new partner. Tell each other your stories. Remember not to look at the story.
6. Repeat steps 4 and 5. (This can be repeated any number of times depending on time factors, etc.)
7. Now write the story without looking at it. (Optional)

Variations

As stated earlier, any stories can be adapted to this activity. While I have not had the opportunity to use them, I believe that stories from the SRA reading lab might be an excellent choice. Also, L.A. Hill's *Stories for Reproduction* have a number of short stories graded at different levels.

Another variation, at the advanced level, would be to have the students change their stories in some way. This would enable the students to use their imaginations and it would also act as a preventive measure with the tendency of a few students to tell the stories verbatim.

Also, this activity can be assigned as homework with the first ten to twenty minutes of a conversation class devoted to having students working in pairs telling each other their stories. It gets the students warmed up and into the mode of using only English.

Important Considerations

It is important to choose stories that are easy for the students to comprehend. Since comprehension of a language is usually a few stages higher than what a student can produce, it is essential that the stories are not too difficult. Students need to feel challenged, but not frustrated. Feelings of success will usually lead to an increase in motivation; feelings of frustration will lead to students giving up, and hence, apathy.

Student Feedback

The overwhelming majority of the feedback I have received from students about this specific activity has been extremely positive. Some representative comments are:

> (Student 1)
> I think that this activity is useful. By telling a story each other, we can remember to speak several patterns about one story. And by being continued and continued, we notice our mistakes our telling....First I couldn't tell a story smoothly. Maybe I had many mistakes. But by repeating reading and telling, I could notice my mistakes.
>
> (Student 2)
> [E]ach time we tell the story, our speaking get better and better.
>
> (Student 3)
> I can self-correct my mistakes each time. I can't explain my story to partner well at first. But after I look at a paper again, I can remember more detail than first.
>
> (Student 4)
> This activity is useful. I cannot understand the contents of long English story once completely. So I was able to think and correct about the story, and also I was able to put my English knowledge to practical use after my reading in this activity.

Conclusion

This activity is not only useful, enjoyable, and motivating, but offers a respite from lessons which tend to focus on grammar points and/or language functions. It helps students to become more fluent and more accurate speakers. It also allows for the development of discourse competence (which seems to be lacking in the practice activities of many textbooks). Moreover, acquisition is reinforced through use of the four skills of reading, speaking, listening, and writing.

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Quick Guide
Key Words: Discourse competence
Learner English Level: Beginning to advanced
Learner Maturity Level: Young adults and older
Preparation Time: Very little
Activity Time: 15 to 90 minutes

Classroom Poetics

Susan Carbery, *Obirin University*

I have been using various styles of short-form poetry as an alternative to essay composition and have been surprised not just with the poems my students have written, but also with the valuable learning experiences derived from the act of writing them. Short-form poetry is a great way for students to express themselves in English without the pressure of sentence and paragraph construction that so often eludes lower and intermediate-level students. I have found that acrostic, cinquain, and haiku are ideal short-form poems for practising adjectives and as an introduction to descriptive writing.

Procedure

Teaching short-form poetry is relatively simple. The poems have very easy rules to follow, so once the students are aware of the rules, they can be left to their own creative devices. The teacher, after describing and demonstrating the rules to the class, merely facilitates—offering advice and suggestions on word choices or the composition of short phrases.

Step 1: Choose a short-form poem; write its rules on the blackboard and explain them.

Step 2: The whole class brainstorms ideas for a class blackboard example. This not only shows the students the procedure for writing the poem, but also illustrates the point that poems are not difficult to write.

Step 3: Give students a topic to focus on. This is a good way to introduce a theme, or simply choose whatever is appropriate to the time of year—Christmas, Spring, *0-bon*, etc.

Step 4: Let the creative juices flow!

Short-form Poetry: Acrostic, Cinquain & Haiku

Acrostic: a poem in which the first letter of each line forms a word, usually the topic of the poem, when read vertically. Although this can be any topic I usually introduce it at the beginning of a course as a Name Poem. Students write their name vertically down the page, then horizontally compose words or sentences to describe themselves, each line beginning with the corresponding letter of their name. Lower level students usually choose just one adjective per line, whilst higher level students write sentences or phrases. The students automatically try to choose words that accurately describe themselves, and this offers teachers a great insight to their characters. These name poems can be decorated and used as the title page of student notebooks or folders.

Examples:

Not
Obedient
But
Usually
Easy-going

Mild
Innocent
Yielding
Useful Officious
Keen
Impressible

Young
Original
Kind

Cinquain: a five line poem which conforms to a strict form, thus making it easy for any student to write:

Line 1—one word (noun and topic of the poem)
Line 2—two words (adjectives describing the topic)
Line 3—three words (verbs associated with the topic)
Line 4—four words (a sentence or phrase giving the author's opinion of the topic)
Line 5—one word (an alternative noun for the topic, often a metaphor)

This form of poetry is a good exercise in nouns, adjectives and verbs. In addition, higher level students can be taught the concept of a metaphor for Line 5.

Example:

Flower
Beautiful, pretty
Growing, blossoming, swinging
Flowers make people feel
Happiness

Haiku: I have had a lot of success with haiku poetry. The basic form is a 17 syllable poem describing one thing, traditionally a moment in nature, but for the purposes of my class anything is okay. The poem is written in three lines of 5, 7, and 5 syllables respectively.

Examples:

The flowing water
Is like nature's silk curtain
Beautiful and soft

Thunder in the storm
Is like anger from the heavens
At man's evil deeds

Because haiku poems rely on the rhythm of syllables it is also an excellent exercise in pronunciation. Students will begin by counting the syllables according to their Japanese pronunciation, but by the end of the lesson will be counting on their fingers and carefully mouthing the correct English pronunciation.

Hints and Variations

1. Choose a form of poetry that you are comfortable with and that suits the purposes of your writing class. There are many different short forms to choose from, but I have limited mine to acrostic, cinquain, and haiku as I feel that they lend themselves best to descriptive writing and to any student's language level.
2. Use props, music, videos or a visit to a nearby park as pre-writing activities and inspiration. This is especially useful if you teach an integrated skills class and composition is just one part of the unit.
3. Bring coloured pens and plain paper on which students can write and illustrate their final draft poems. These can later be collated as a class anthology.
4. Don't tell students at the beginning of the lesson that they will be writing haiku as it intimidates them. Let them know after they have succeeded in writing it.

References

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All poetry examples were written by ESL college students in Japan.

Quick Guide
Key Words: Writing
Learner English level: Beginner through advanced
Learner Maturity Level: High School through adult
Preparation Time: 10 minutes
Activity Time: 45 minutes

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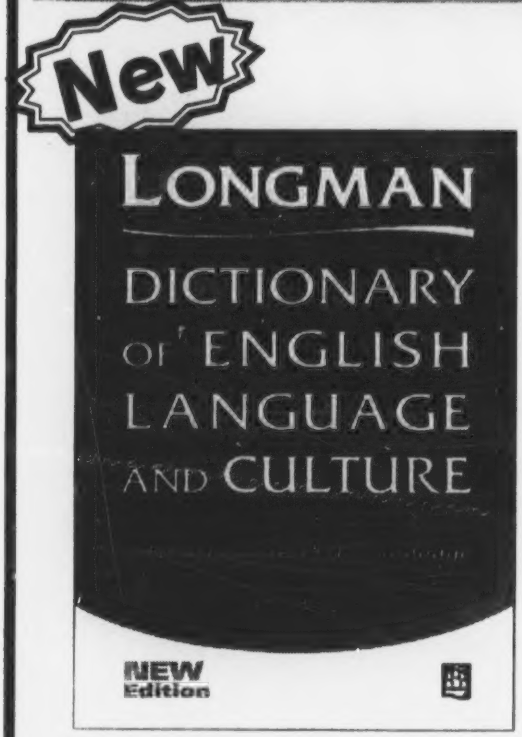

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Book Reviews

edited by katharine isbell & oda masaki

The Content-Based Classroom: Perspectives on Integrating Language and Content. Marguerite Ann Snow and Donna M. Brinton (Eds.). New York: Longman, 1997. Pp. xvi + 431. US$ 35.70. ISBN 0-201-69513-8.

Content-based instruction (CBI) is one strand of the broad web of student-centered pedagogy. As such, it typically incorporates aspects of experiential learning, cooperative learning, and active learning, among others. In editing *The Content-Based Classroom* Donna Brinton and Ann Snow have gathered together a good deal of previously published material related to CBI and have consolidated it into a single text along with many new articles. While half of the chapters in the book are reprints from American journals, they are brief articles. Therefore, in sheer bulk, the majority of this book is newly published work.

Ten of the thirty-four chapters are reprints from the CBI special theme issue of *The CATESOL Journal* which Brinton and Snow co-edited in 1992. The success of that journal issue inspired the publication of *The Content-Based Classroom* because the editors felt that an expanded version in book form would reach more readers at this time.

The intended audience for this book broadly ranges from teacher educators and researchers in the field, to education majors and preservice teachers. Thus, the editors sought to "solicit a wide range of perspectives on . . . [CBI,] . . . showcase work taking place at all educational levels . . . [and] . . . illuminate experiences and challenges pertinent to different instructional settings" (xi). But, for anyone who has kept current on content-based and discipline-based approaches to language study, many of the titles in this book will be familiar.

At 300 pages, "Multiple Perspectives on Content-based Instruction," the first of the three sections of the book, is by far the largest. The twenty-two chapters found in part one are arranged in eight subsections: CBI theory, K-12 instruction, postsecondary instruction, course design, teacher preparation, assessment, research, and alternative models. With so many varied subsections, readers might wonder why chapters 21 and 22, comprising the "Focus on Alternative Models," were not placed in earlier sections on either teacher preparation or postsecondary instruction. Both of these chapters describe issues related to tertiary instruction, and Snow's contribution on professional development for discipline faculty clearly falls under the rubric of teacher preparation. Regardless, the wealth of information in part one should satisfy educators interested in content-based approaches to language teaching.

Parts two and three, "Practical Issues at a Glance," and "Connections between Content-based Instruction and Other Teaching Approaches," contain twelve short chapters. Nine of these chapters are reprints, seven from the 1992 *CATESOL Journal* special issue. At the conclusion of each of the three sections of the book, readers will find lists of follow-up questions to ponder. *The Content-Based Classroom* forms a concise handbook on the state-of-the-art in CBI. The book contains important information for novice[s] and experienced teachers alike. However, part one of the book is likely to have more appeal than the final two sections for those more knowledgeable in the field.

The major criticism of this book is related to its subtitle, particularly the issue of perspective. All but two of the contributors are educators based in the U.S. and of these, sixty percent are at institutions in California. Even though California has the highest concentration of lower English proficiency school age learners in America, CBI is used around the world. Certainly, "Content-based instruction is a growing enterprise," (xi) not only in California schools. So it is most unfortunate that Brinton and Snow did not follow through more completely on their stated aim to "expand the geographical scope of the special [CATESOL] issue" (xii) to include "a wide range of perspectives on" CBI (xi) in this volume.

Because of this narrow geographical scope, alternatives to U.S. *Perspectives on Integrating Language and Content* are not well represented. English as a Foreign Language (EFL) teachers, for example, will be disappointed to encounter only one article written from the standpoint of EFL instruction. That article draws from the Japan experience, so JALT members might have a particular interest in it.

Despite its limited geographical focus, *The Content-Based Classroom* is definitely a book worthy of shelf space, especially for educators using student-centered approaches. As interest in and practice with content-based and discipline-based approaches to language teaching continues to spread, the experiences and issues brought forward by the authors in this volume will be important to many in the field of education. Japanese colleagues at all levels, but especially in primary and secondary settings, would do well to consider information found in this book as curricula in Japan are being reshaped to meet the needs of learners today.

Reviewed by Timothy Stewart,
Miyazaki International College

Speaking of Speech: Basic Presentation Skills for Beginners. David Harrington and Charles LeBeau. Tokyo: Macmillan Languagehouse, 1996. Pp. 105. ¥1,800. ISBN 89585-211-3.

How do you teach presentation skills to students with only basic English ability? *Speaking of Speech: Basic Presentation Skills for Beginners (SOS)* is an excellent starting point for language instructors seeking an introductory level text. *SOS* uses a well-organized step-by-step approach to effectively introduce beginners to presentation skills needed in public speaking. Emphasizing "how to" instead of "why," David Harrington and Charles LeBeau have written a text that is short on theory, but long on practical exercises and activities.

The textbook is visually appealing. For instance, on the front cover the authors use a cartoon illustration and a creative title to produce the clever anagram SOS. The three objectives of the text are presented in different ways. The objectives are represented first on the back cover using a flow chart, then in the introduction written in a style students can easily understand, and finally by using a simple diagram in the overview. The layout of each page, especially the signposts that clearly divide each skill module into different sections, is eyecatching. Also, the text is well illustrated with lively cartoon figures that are appealing to Japanese students who grow up reading *manga*. The formatting and organizational techniques that are systematically used throughout the text reveal the authors' concern with the learning process and their attempt to address the many different learning styles of students.

For examples, three modular activities, called messages, neatly divide the text. First, the physical message introduces body language, eye contact, gestures, and voice inflection. Next, the story message focuses on organizational skills. And finally, the visual message introduces the learners to the importance of visual aids for presentation. Each message is divided into easily understood target skills. Every target skill module is broken into different sections that explain what the target skill is, how it is used, and why it is important. These are followed by activities to practice the skills. Each target skill module ends with a speech and an evaluation that focuses on the target skill that was learned.

In the "what" section, the authors often use analogies to connect the target skill with the students' existing schemas to engage interest. For example, the presentation structure is introduced by comparing two different types of conductors on a train. In the "why" section, they often contrast good examples of the target skill with poor examples. Some of these exercises and answers are included in the accompanying tape and are recorded in a playful tone. In the "how" section, learners are introduced to verbal and non-verbal tools to help them in using the target skill. The tape is most useful in this section. The practice section is very effective because it focuses on interactive tasks where each target skill is practiced and integrated in meaningful group settings, which encourages cooperative learning rather than competitiveness. As the text makes clear, the only way for speakers to become more comfortable giving presentations is to give many presentations. So each target skill module closes with a speech followed by an evaluation activity that is short, simple and focuses on the target skill that was introduced. This organizational pattern is used for each skill that is introduced throughout the text and helps connect the messages together while continuing to recycle and build upon previously learned skills.

The text's overriding strength is its strong organizational pattern that leads the student from simpler, less abstract skills to more challenging cognitive skills. Exercises and activities that are based on active and cooperative learning techniques and strategies build up skills throughout the text. This gives beginners the security and comfort needed to create a meaningful learning environment. Although the text's subtitle is *Basic Presentation Skills for beginners*, this text could easily be used by more advanced students for self-study or as a simple reference guide. Simply stated, *SOS* is a "user-friendly" book that is beneficial to a wide range of students.

However, one weakness in the organization of the text is that it leaves the visual message until last. From my experience in the classroom, if adequate techniques for using visual aids are available to students early, they will begin to rely on visual aids for support while speaking instead of a script or notes. By emphasizing the importance of the visual message at the beginning, the text could give students an additional aid to comprehension that could help them understand and organize their ideas.

Speaking of Speech provides a solid foundation of presentation skills. However, as with any text, pedagogical practices demand that teachers know their students' needs. *SOS*'s step-by-step approach easily enables teachers to adapt and expand on particular aspects of presentations that they or their students deem necessary. Harrington and LeBeau have crafted a text useful in any language learning setting where speaking is required. I would strongly recommend *SOS* to all students and teachers.

Reviewed by Gene Pleisch,
Miyazaki International College

Routledge Language Workbooks - History of English.
Jonathan Culpeper. London and New York: Routledge, 1997. Pp. 103 ¥3,050. ISBN 0-415-14591-0.

This book is one of the Routledge Language Workbooks series which comprises a total of ten titles focusing on specific topics, such as English spelling and text and discourse analysis. This volume covers a wide variety of themes within the history of the English language, encompassing subjects from punctuation to world Englishes. Using an approach that is a combination of reference book and coursebook, the text uniformly covers each topic by first providing readers with concise and stimulating information on the topic. This is reinforced by questions and discussion points to confirm the user's understanding of the topic.

An integral and innovative feature of the book which helps to unite the diverse themes is a mini-corpus of nine short texts. Some of the texts consist of more than one extract and range historically from *The Anglo-Saxon Chronicle* (9th Century) and Shakespeare's *Richard III* to Robert Lowth's *English Grammar* (1762) and a present-day advertisement. The texts in the corpus are frequently referred to, for example, for chronological comparison, in the book's diverse chapters and help to make the book a cohesive work.

Although this series of workbooks is described as "practical introductions to specific areas of language for absolute beginners," on the back cover, this is meant in the context of a senior high school or undergraduate level native speaker. In the Japanese context, this book will be of interest to two potential groups. One group comprises the many Japanese and native speaker language teachers who have come to the profession through academic specialisations other than linguistics. They could use this book for self-study. The other group is Japanese students training as future teachers of English.

Readers will develop an awareness of how the English they teach or are going to teach has arrived at its present state. Such aspects as the development of irregular verbs and plural forms are explored and seen in historical context rather than just as oddities and exceptions. The Japanese favourite of the differences between British and American English is similarly presented in a historical context. The real degree of difference is focussed on, particularly in relation to which pronunciation features can be said to be distinctly American or British. Features of the language immediately applicable to classroom teaching, such as expanding vocabulary by affixes (prefixes and suffixes), are included too.

Clear organisation aids the use of this book. Each of the twelve chapters is just six to ten pages in length, but the maxim is conciseness rather than confusing brevity. The attractive layout features a variety of typefaces, provision of margin space for notes, and clear divisions between sections. Further clarification of each topic is provided by clear summaries closing each chapter. As well as the corpus comprising one appendix, two other appendices are on reading *Oxford English Dictionary* entries and on phonetic transcription. As the mini-corpus consists of material from various historical eras, these two appendices are essential adjuncts to the use of this book. A fourth appendix gives selective solutions and discussion to the questions that have been posed. The final appendix adds to the further reading suggested in each chapter. Although limitations of use and readership in the Japanese context have been indicated, those who can and do use *History of English* will find it a valuable resource, either to be read as a whole or selectively referred to.

Anthony Robins, Nagoya Institute of Technology

TOEIC問題集 高得点を目ざす800題の模擬テスト 小松雅彦・David P. Phillip共著　東京：荒竹出版、1995. 455頁　¥2200　ISBN 4 87043-121-1

本書は、題名が示すように、模擬テストでTOEICの形式に慣れ、練習を重ねてスコアアップを計ろうという狙いの学習者用である。レベルは「一応、TOEICで800点を目指す人、英検２級はもっている人程度を念頭に」執筆したものと著者は述べている（p3)。本書は３つの部分で構成されており、先ず、TOEICテストの申込方法やテストの各パートに対する一般的なアドバイスと勉強法のヒント等の情報に２７頁(以下、情報部分と略す)、模擬テストの解説とテープのtranscriptionsに185頁(以下、解説部分と略す)、最後に書名通り200題で1セットのTOEICの模擬テストが４つ入っているが、その部分に２３６頁（以下、テスト部分と略す）が費やされている。そして装丁はA5版である。TOEICの問題集は様々な形式で沢山の本が出版されている。しかし本書に限らず実際のテストと同じ大きさのものは余り見かけないのは何故なのだろうかと思う。本書は特に模擬テストが中心の本であるので、実際のテストと同じサイズにしてみてはどうだろうか。その上で、模擬テスト1回分を1冊にし、合計4つの小冊子を本から切り離しが容易にできる状態にして差し込む、などの工夫があれば使用者は臨場感がもてるのではないだろうか。実際のTOEICテストでは、"Go on to the next page." という指示も放送されるので、そのタイミングに慣れる為にも、大きさを倣ってもらえるとより良い練習になる。

情報部分には問題の形式と傾向が説明されているが、パート各に「テストの指示文と例」→「出題内容・傾向」→「解答方法」→「注意点・勉強法」、と続き把握し易く、 未受験者にも分かり易いことと思う。英語力を上げるための勉強法のヒントや、学習参考書のリストも含まれている。「会話と会話の間には約9秒」(p11)、「長くても一問30秒くらい」(p15)等の実際的なアドバイス等も含まれ、模擬テストのみの問題集とは違い、学習者には参考になることと思う。解説部分には、パート4と7は、問題の英文とその日本語訳、注意すべき単語とその日本語の意味のリストが並んでおり、見やすいこともあって自習に役に立つことと思う。それ以外のパートは、解答や間違えやすい選択肢の説明が簡潔に述べられているが、自習で本書を使用する場合を考えると、もう少し詳しい説明があった方が良いものもある。模擬テスト内容は、テストで使用する文法や全体の単語のレベルがTOEICテストに準拠しており、全体の問題の質は良い。学習者は４回の模擬テストを行うことで、練習を重ね、形式に慣れ、英語力のアップを図れるであろう。又、時間がなければ、１、２回行うことで練習になることと思う。しかし、実際のテストでは難易度の高い単語やイディオムも出題されるので、８００点を目指すレベルの受験者であれば、実際のテストの平均的なレベルより難易度の高いもので練習し、準備するのが望ましいのではないだろうか。例えばTOEICのパート7にはビジネスレターや通知などがよく出題されるが、仕事や生活の中で普段から英語に接する機会のない受験者は、この種の特有の言い回しや単語の用法、常識的な経済用語等を勉強しておく必要がある。模擬テストにこのような見慣れぬ語彙や内容の出題があると、大いに参考になるのではないかと思う。本書の４つの模擬テスト中のパート７に出題されている手紙を取り上げると、ファンレターや大家さんからの家賃の催促など様々な手紙を使用した読解問題がある。その点では、多岐にわたっていて良いのだが、難易度の点では、内容が分かり易いものが多い。婉曲的な表現や紛らわしい用語を含んだ出題があったら、更に望ましいのではないだろうかと思う。

では、本書は「８００点を目指す受験者」とは、どの程度の実力があることを筆者は念頭に置いているのだろうか。評者が教えている東京YMCAコミュニティ・カレッジでは「TOEIC800」という800点を目指すクラスが93年度からあるが、TOEICの普及と共に高得点を既に獲得した履修者が増えている。最近では大半が７００点前後を取得した後、更にスコアアップを求めて、或いは英語力を延ばすために履修しているようである。TOEICの特徴のスピードに付いていけない、或いは、TOEICがリスニングの配点が高いので、点数アップに手をこまねいているようだ。ということは、受験中の緊張の伴う状況で８００点を獲得するためには、難易度の高い問題が頻出しないと練習にならないのではないだろうか。これは、自習用の練習でも同じだと思う。従って800点を目指す受験者用の模擬テストなら、TOEICで難問、聞き慣れぬフレーズが出題されることを予想し、実際のTOEICのレベルより難しい内容でないと目的を果たせないのではないだろうか。従って本書は、著者の念頭においたレベルよりはやや低い、７００点位を目標にしている、或いは、既に500～600点のスコアを持つ実力の学習者に適しているのではないだろうか 。この様なレベルの問題を避けるために一考としては、４つの模擬テストのレベルを低いものから高いものにするとか、難易度の高い質問を頻出した一つを含めるとかすると 、同じレベルのものが４セットあるより役に立つのではないだろうか。

総合的に判断すると本書はテストの形式に未だ慣れていない中級レベルの受験者には、自習で用いると利用効果の高い問題集であると思う。又、初級レベルにも他の文法書と併用すれば、８００題の練習効果を望むことが出来るであろう。クラスで使用する場合は、解説部分を無視し、テスト部分のみを使用する、などの工夫をすれば、初級から中級レベルでの教材となるだろう。尚、レベルについての著者の表記は、本を選ぶ際に基準となるものなので、次の版には「はしがき」ではなく、裏表紙にでも印刷してもらえると非常に助かると思う。

ネイサン・エドワーズ、杉橋朝子（YMCAコミュニティ・カレッジ)

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of April. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers, and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

Brown, D. (1999). *Voyages 1* (student's, workbook, teacher's, cassette). New Jersey: Prentice Hall Regents.

Chinnen, C. (1998). *English live* (student's, teacher's, cassette). Fukuoka: Intercom Press Inc.

Cronin, J. (1999). *English 101* (student's). Kyoto: Artworks Int.

Wilson, W. & Barnard, R. (1998). *Fifty-fifty 2* (student's, teacher's, cassette). Singapore: Prentice Hall ELT.

Grammar

!Folse, K. (1998). *Clear grammar 2: Activities for spoken and written communication.* Ann Arbor: University of Michigan Press.

Listening

Ardo, S. (1996). *Management English listening* (student's, cassette). Hertfordshire: Prentice Hall Phoenix ELT.

Reading

*Heron, E. (1998). *Intensive care: The story of a nurse* (abridged version). Tokyo: Japanese Nursing Association Publishing Company Ltd.

Saitz, R. & Stieglitz, F. (1998). *Workout in English: A reader workbook* (student's, test pack). New Jersey: Prentice Hall Regents.

Writing

Gabbrielli, R. & Harris, J. (1996). *Write about it, talk about it* (student's, teacher's). Fukuoka: Intercom Press Inc.

Rooks, G. (1999). *Share your paragraph* (student's, teacher's). New Jersey: Prentice Hall Regents.

For Teachers

Lewis, P. (Ed.). (1998). *Teachers, learners, and computers: Exploring relationships in CALL.* Nagoya: JALT CALL N-SIG.

Gender Awareness in Language Education

*Summerhawk, B., McMahill, C., & McDonald, D. (Eds.). (1998). *Queer Japan: Personal stories of Japanese lesbians, gays, bisexuals and transexuals.* Norwich: New Victoria Publishers.

JALT News

edited by thom simmons

JALT's Budget for Fiscal Year, 1999—For the first time in five years, JALT's Executive Board passed a balanced budget. Officers started planning for how they could trim expenses and boost revenues two months prior to facing the Executive Board, which was determined to make ends meet by March 31, 2000. Officers had to abide by JALT's mission statement, "The organization shall foster research, hold conferences, issue publications, cooperate with related professional organizations, and carry on other activities which will further this purpose." As a NPO (non-profit organization) "0 by 00" was the starting position for their bottom line. The ExBoard ended their January 30-31 meeting with a promise from officers to report a gain of ¥800,000 by the new millennium. *(David McMurray, JALT National Treasurer)*

JALTの運営委員会は、5年間で初めて収支の合った予算を通しました。委員は、運営委員会の二か月前にいかに出費をおさえ、収益をあげるかについて計画を立て始めました。運営委員会は2000年の3月31日までに、収支を合わせる決意を新たにしています。委員は、「この組織は研究を促進し、学会を開き、刊行物を発行し、関連ある専門組織を協力し、そしてこの目的を助成するような活動を推しすすめていく」というJALTの使命を遵守しなければなりませんでした。NPO(非営利団体)としては、'0x00'というのが、ぎりぎりの出発点でした。委員は、新しい千年祭(西暦2000年)までに、80万の利益を報告できるよう約束を残して1月30-31日の会議を終えました。

(デイビッド・マクマレー、JALT会計委員長)

Call for Nominations—JALT Needs Leaders. Be One in Two Thousand. Prevent a JALT millennium glitch. Nominate responsible leaders, yourself included, to the following positions:

President—Coordinates and chairs the Executive Board and Annual General Meetings. Directs and publicizes the affairs of JALT.

Vice President—Shares presidential responsibilities and serves as president in his/her absence. Chairs the Administrative Committee.

Membership Chair—Oversees JALT membership records. Coordinates the formation of chapters and SIGs. Is responsible for formulating and implementing membership policies. Facilitates membership growth and retention.

Recording Secretary—Records, keeps, and distributes the minutes of Executive Board Meetings and Annual General Meetings.

All terms are for two years beginning January, 2000. Further descriptions can be found in the constitution and bylaws of JALT as publicized in *The Language Teacher April Supplement: Information & Directory (of) Officers and Associate Members.*

Deadline for Nominations is June 21, 1999. When making nominations, please identify yourself by name (family, given), chapter affiliation, and membership number. Please also include your contact information for verification. Please indicate the nominee by name (family, given) and when possible chapter affiliation and membership number. Please also provide contact information for the nominee.

Candidates should submit their biodata, 300 word statement of purpose in English and Japanese (when possible) and a photo. These materials and nominations may be mailed to the Nominations and Election Committee at the following address: Keith Lane, NEC Chair; 3110 Kaeda, Miyazaki-shi 889-2161 or to <Klane@miyazaki-mic.ac.jp>. Please e-mail inquiries or telephone 0985-65-0020 (h); 0985-85-5931(w).

Candidates will have an opportunity to address the membership and answer questions at the "Meet the Candidates Open Forum" at JALT99.

At the JALT99 Annual General Meeting, nominate yourself or a responsible member for the Nominations & Elections Committee. Voting will take place to fill the office of NEC Chair Designate during 2000, who will serve as NEC Chair during 2001. Two runners-up will complete the NEC as alternates. For further description of NEC duties, please consult the JALT constitution and bylaws.

立候補者募集—JALTはリーダーを必要としています。2000年にリーダーになってみて下さい。JALTが2000年にスムーズに運営できるように。下記の役職に、自薦でも他薦でもかまいませんので、責任のあるリー

ダーを指名推薦して下さい。それぞれの仕事内容は: 会長: 役員会と年次総会で、企画推進することと議長になること、JALTの業務の指揮をとり、広めることです。副会長: 会長の役割を補佐し、会長が不在の場合は会議の議長を務めることと、管理委員会で司会を務めることです。会員担当委員長: JALTの会員記録に目を通し、支部、N-SIGをとりまとめます。JALTの方針を明確にし、遂行する責任があります。会員数を増やしそれを保持していくことです。書記: 役員会と年次総会での議事録をとり配布することです。

任期は2000年1月から2年間です。詳しい情報は、「The Language Teacher」の4月号付録-インフォメーションと役員、準会員名簿-の学会定款と定款細則にのっておりますので、ご覧ください。

立候補の期限: 1999年6月21日

推薦して下さる方は、ご自分の名前(姓、名前の順)、支部と会員番号を明記して下さい。その他、確認のため連絡先も明記してください。候補者の名前(姓、名前)と、もしおわかりになるのでしたら支部名と会員番号をお書きください。また、候補者の連絡先も明記してください。

立候補者は履歴書、所信表明(300字以内の英語、もしくは英語と日本語)と写真を選挙管理委員長のKeith Lane氏まで送付して下さい。提出先: 3110 Kaeda, Miyazaki-shi 889-2161もしくは<Klane@miyazaki-mic.ac.jp>。メールまたは電話(0985-65-0020自宅; 0985-85-5931勤務先)でお問い合わせ下さい。

候補者はJALT99の立候補者公開討論会"Meet the Candidates Open Forum"で所信表明し、質問に答える機会があります。

JALT99の年次総会で、自己推薦あるいは責任のある会員の方を選挙管理委員に推薦してください。2000年中に選挙管理委員長を指名する投票がおこなわれ、選出された方は2001年に選挙管理委員長としての任務をつとめます。次点になった二人の方が代理者となり選挙管理委員会を構成します。選挙管理委員会の職務は、JALTの定款と定款細則に詳しく述べられています。

1999 JALT Chapter Delegates—The Delegate system is now in its second year. A heartfelt "Aloha & Mahalo" to all delegates and alternates.

Chapter Representative Liaison:
Sandy Nakata <sn@csi.com>

Delegates:
William Balsamo <balsamo@kenmei.ac.jp>
Adrian Clarke <gn2a-clrk@asahi-net.or.jp>
Ludlow Gibbons <ludlow@mbox.inet-osaka.or.jp>
Amy Hawley <shortone@gol.com>
Bill Holden <holden@nsknet.or.jp>
Frank Parker <parker@seirei.ac.jp>
Rich Porter <rich_porter@yahoo.com>
Masaki Seike <masaki@dokidoki.ne.jp>
Steve Snyder <tomobear@m-surf.ne.jp>
Lorne Spry <marilorn@sh.comminet.or.jp>
Malcolm Swanson <malcolm@seafolk.ne.jp>

Alternates:
Jerry Halvorsen <jerryhal@voicenet.co.jp>
Robin Nagano <robin@vos.nagaokaut.ac.jp>

Paid Position at JALT Central Office

A bookkeeper/accountant is required by JALT, a nonprofit organization (NPO) of over 3,300 professional members. Up to three days per week, competitive salary, and very friendly bilingual office. Please mail or fax resumé to: JALT, Urban Edge Building 5F,Taito 1-37-9,Taito-ku, Tokyo, 110-0016; t: 03-3837-1630; f: 03-3837-1631.

JALT 99

edited by Shibayama Morijiro

The 25th Annual JALT International Conference will be held in Maebashi, Gunma prefecture from October 8-11, 1999. This column will provide TLT readers with information on the host city, the program, and other conference-related matters.

Green Dome Maebashi, Maebashi, Gunma

Where is Maebashi?

It's about 70 miles north of Tokyo.

How can I get there from Tokyo?

Take the Joetsu or Nagano Shinkansen to Takasaki (50-60 min), where you change for Maebashi (a 12-13 min trip on the local line).

What about Green Dome? Where is it?

It's not very far from downtown Maebashi. You can walk if you like. From Maebshi Station, it's 15 minutes by bus, or a taxi will cost you around ¥1,000 (about 2 km).

Is there anything unique to the area?

Well, Gunma is not far from Tokyo, but it's very different. It is close to the mountains where there are a lot of hot springs. You'll be able to enjoy a beautiful view of the mountains, say, from the top floor of the new prefectural government building or even visit one of those hot springs. Warning! Don't forget to attend the conference!

Transportation and Hotels

Where can I get assistance for my trip to Maebashi?

You can go to any travel agent, but Nippon Travel Agency (t: 03-3572-8741; f: 03-3572-8689) has a contract with JALT and they will be happy to help you. Mr. Tagawa or Ms. Kawada in the International Travel Department are in charge.

How about hotels?

Nippon Travel Agency has secured rooms for around 1,000 people: 300 in Takasaki and 700 in Maebashi. Information will be in the June conference supplement.

Why in Takasaki?

Takasaki is a hub in terms of railway traffic, and if your hotel is near the station there, you won't have much difficulty getting to the conference site, because Maebashi and Takasaki are like twin cities.

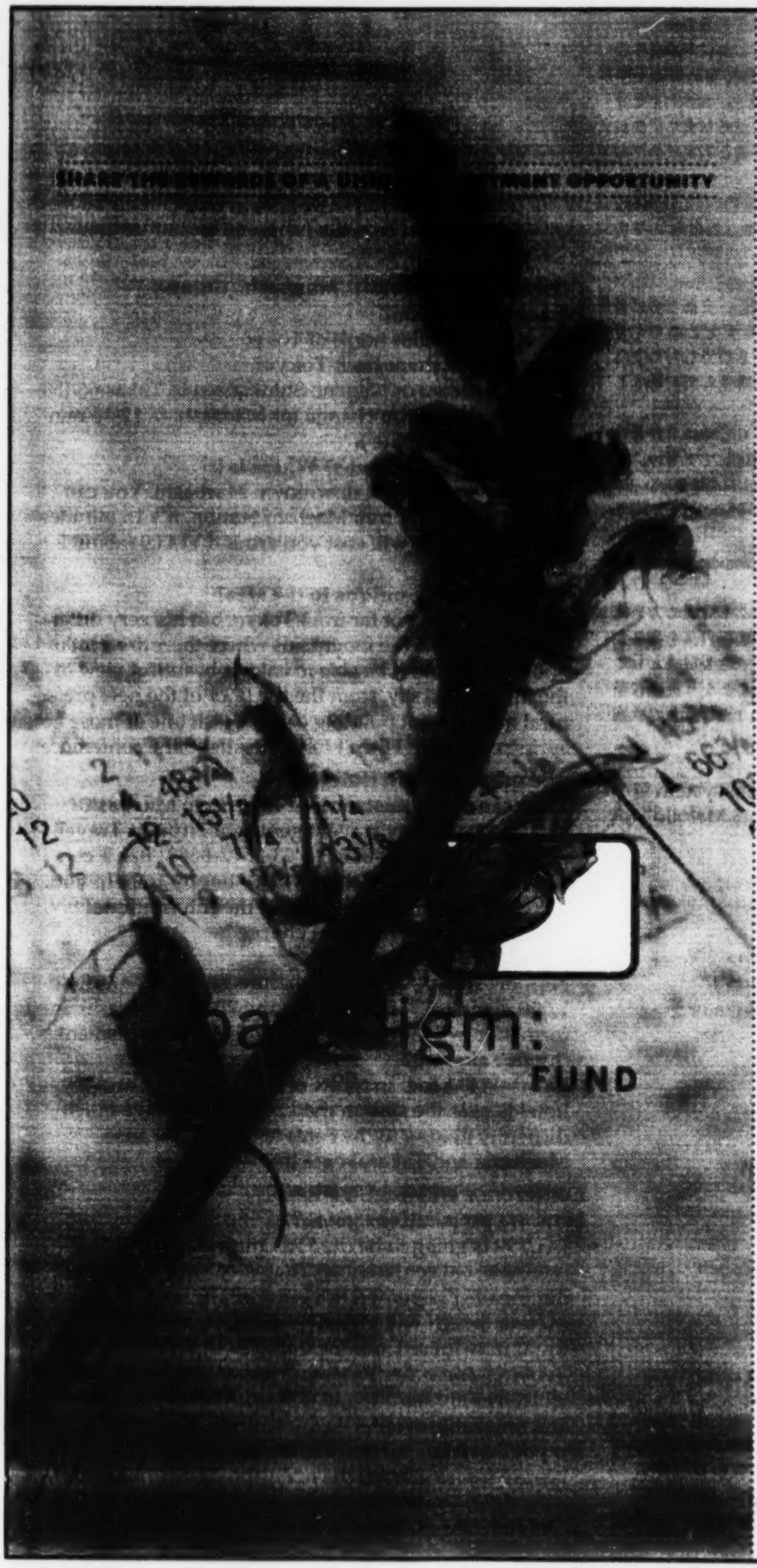
Conference and Registration

How are preparations going?

JALT99 is going to be the 25th anniversary of JALT international conferences. Therefore you should look out for the pre-conference issue of *The Language Teacher* in June, which will include pre-registration forms. Right now Joyce Cunningham, David Brooks, Jill Robbins, and other Program Committee members are working very hard to make it a productive, rewarding, and enjoyable event.

Do you have any advance information?

We are informed that the main speakers will be Richard Allwright, University of Lancaster, UK; Anna Uhl Chamot, George Washington University, USA; Elizabeth Gatbonton, Concordia University, Canada; and



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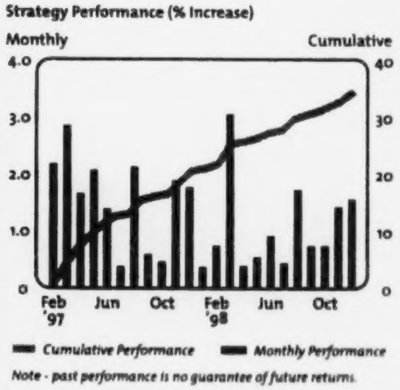

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What about the other features?

You know what the JALT conference is like, but for those who are thinking of attending it for the first time, we'd like to say that it's a must for language professionals and you'll miss a great deal if you don't. Above all we'll be looking forward to meeting you and having a good time.

Morijiro Shibayama, JALT99 Site Co-Chair

Point your web browser to the JALT99 website for conference updates: <http://jalt.org/conferences>.

全国および海外の皆さんへ

JALTの年次国際大会が、今年は、群馬県前橋市のグリーンドーム前橋で開催されます。第25回の記念大会ですので、JALT群馬支部の私たちにとって大きな名誉です。群馬支部は発足して13年になりますが、毎年10回の月例研究会と夏に草津温泉で2泊3日のワークショップを行い、充実した活動を続けています。最近は優秀な若い先生方の会員が増えてきました。ただ会員の多くは全国大会に参加する時間的な余裕がないのが残念でした。今回は地元ですので大会への参加を楽しみにしています。大会の準備は不慣れですが、立派な大会にするために力を合わせて努力しています。全国および海外の皆さん、どうぞ誘い合わせて今年の大会にご参加ください。

群馬県・前橋市・グリーンドーム前橋

群馬は関東平野の北端に当たります。温泉やスキー場が沢山あり、また尾瀬の湿原は有名ですので旅行された方も多いと思いますが、未だでしたらこの機会に是非一度お出でください。大会ですので観光の余裕は無いかもしれませんが、東京から僅かに一時間余りですから、今回は様子を見ておいてこの次に温泉へということも出来ます。また時間の余裕のある方には、オプションの小旅行をご紹介するように日本旅行に頼んでありますので、それらをご利用いただくことも出来ます。前橋市は、自らを水と緑と詩の街と称していますが、北に上信越の山々を望み、豊かな自然に恵まれた街です。JALT '99の前橋開催では前橋市から補助金をいただき、前橋市コンベンションビューローに大変お世話になっています。またホテルの都合で高崎に滞在される方も多くなると思いますが、高崎は活気のある商業都市です。グリーンドーム前橋は、市の中心部から西に約1kmの利根川の川岸にある巨大な多目的ホールです。普段は前橋競輪に使われていますが、様々な展示会や大会等の会場にもなっています。広い会場ですので、講演会場や発表会場の外に展示スペースや休息場所も十分に取れますし、教材展示も大規模なものにすることが出来ます。またワンキャンドリンクやディナーパーティーなども存分にお楽しみいただけると思います。

年次国際大会と登録

グリーンドーム前橋では過去に国際学会も開かれていますが、JALTの年次国際大会は、期間中の発表件数が300件余りに上り、海外からの参加者の数も多いので、グリーンドーム前橋で開かれる最大級の国際学会になるはずです。そこで、全国や海外からの参加だけでなく、地元からも外国語教育関係者または外国語教育に関心を持つ方々が沢山ご参加くださることを期待しています。開催県の外国語教育関係者は会員でなくても会員と同じ参加費で大会に参加できることになっています。また、中学校や高等学校の先生方にもご参加いただけるように、群馬県教育委員会と前橋市教育委員会のご後援もいただいています。群馬県内および関東地区の皆さん、どうぞ奮ってご参加下さい。

10月8日は特別講師によるワークショップが行われます。学会の講演や発表は10月9日~11日の3日間に行われます。20~25の発表会場で毎時間一斉に発表が行われますので、必ず有益な発表を聞くことが出来ると確信しています。

大会前ワークショップの申し込みや大会の参加登録の受け付けは6月から始まります。JALTの機関紙「The Language Teacher」の6月号で大会の内容、参加登録の要領、ホテルの予約方法等が発表されます。大会は早期に登録すると参加費が安くなります。 (JALT '99実行委員会)

Bulletin Board

edited by david dycus & kinugawa takao

Contributors to the Bulletin Board are requested by the column editors to submit announcements written in a paragraph format and not in abbreviated or outline form.

Bulletin Boardへ投稿ご希望の方は、要約やアウトラインの形式ではなく、column editorの指示する段落形式に従ってご投稿ください。

Call for Papers: *TLT* Special Materials SIG Issue—A special issue of *The Language Teacher* focusing on materials is scheduled for publication in March 2000. Almost every teacher is involved with materials in some way, either by using materials, creating their own materials for the classroom, publishing materials themselves, or publishing materials professionally. We especially invite submissions in either English or Japanese (if possible, please include an abstract in English) of feature, opinion, and perspective articles that provide a principled framework for materials production. We are hoping for articles with a broad appeal, ranging from materials for children to adults. Any materials publishers with new textbooks or coursebooks (at any level) for the 2000 academic year are invited to submit them for a materials survey review. Current reviews of books related to materials are also being sought for the reviews column. Please submit your manuscripts by June 1, 1999. Materials from publishers should be received before September 1, 1999. Send submissions and inquiries in English to: Kent Hill, Kimigatsuka Haitsu 2-D, Minami Kimigatsuka Machi 20-14, Onahama, Iwaki-shi, Fukushima-ken 971-8169; t/f: 0246-54-9373; <kentokun@mail.powernet.or.jp>; in Japanese to Hagino Hiroko, 5-26-31-101 Nakano, Nakano-ku, Tokyo 164-0001; t/f: (03) 3319-0046; <hhagino@twics.com>.

投稿募集: *TLT* Special Materials SIG Issue—TLT教科書特集号は、2000年3月に出版されます。多くの語学教師は、教科書の使用、授業のための教師による教材作成、教材の出版、そして、専門の教材作成者などとして、何らかの形で教材に係わっています。教材作成への基となる枠組みを示唆する論文、意見、見解を募集しています。英語、日本語（できれば、英文要旨を添付してください）どちらでも構いません。幼児から大人までの幅広い学習者層が対象となるような記事を望んでいます。2000年度向けのテキスト・コースブックの作成をしている出版社は書評記事を投稿くださるようにお願いいたします。また、現在出版されている教材も書評として取り上げます。1999年6月1日までに原稿をお願いいたします。出版社からの教材は9月1日までにご提出ください。連絡先は英文を参照して下さい。

Call for Presentations: JALT Tokyo Metro Mini Conference—The Tokyo Metro Chapters will hold a regional mini conference on Sunday, December 5, 1999 at Komazawa University on the theme, Classroom Practice: Forging New Directions. Extensive computer facilities (Windows/Mac) allow for several hands-on CALL and Internet presentations simultaneously. Please note that due dates differ according to presentation type. **1) Due by July 15:** Abstracts for papers, workshops, discussions, and demonstrations on any aspect of language teaching, for anonymous vetting. Abstracts should be no longer than 250 words (English) or 1,000 *ji* (Japanese). A program summary of 50 words is also required, and Japanese papers should have an English summary. Please specify time blocks of 40, 80, 120 minutes and equipment/computer needs. **2) Due by Sept. 25**: Show & Tell submissions (15 minutes) to explain your favorite classroom technique, learning strategy, or language game. Include a 50-75 word summary with a descriptive title. Send submissions by e-mail or on disk in RTF format and include the following information: name, address, tel/fax/e-mail contact information, presentation title, type of presentation, teaching level or intended audience (as applicable), time block, equipment needed, abstract, summary, and biodata (25 words). Send to David Brooks <dbrooks@tkb.att.ne.jp> JALT Tokyo Mini-Conference, 1-13-27 Tamacho, Fuchu, Tokyo 183-0002 <http//home.att.ne.jp/gold/db/tmmc>. Acceptance notification will be made in September.

発表者募集: JALT Tokyo Metro Mini Conference—JALT東京支部では、1999年12月5日（日）に駒澤大学において「教室実践－新たなる方向を求めて」をテーマに研究会を開催いたします。同時に広範囲なコンピュータを用いたCALLとインターネットの実践についての発表も予定しております。発表の形式に応じて締め切りが異なりますので、ご注意ください。1)7月15日：言語教育のあらゆる諸相に関わる論文、ワークショップ、ディスカッション、デモンストレーションの要旨。要旨は250語（英語）又は1,000字（日本語）以内。50語のプログラム用要旨も同時に提出すること。日本語論文の場合は英語要旨も添付してください。40、80、120分の発表時間の選択と使用機材も明示してください。2)9月25日：お気に入りの教室テクニック、学習ストラテジー、ゲームを紹介する15分のShow & Tell。50-75語による具体的なタイトルをつけること。以下の情報をe-mail、またはRTF形式のディスクで送付してください。氏名、住所、tel/fax/e-mailの連絡先、発表題目、発表形式、教授レベルまたは希望する聴衆、タイムブロック、使用機材、要旨、25語の概要と履歴。連絡先は英文を参照して下さい。

Call for Participation: LTRC 99—The Japan Language Testing Association (JLTA) will host the 21st Language Testing Research Colloquium (LTRC) at the Tsukuba International Convention Center from Wednesday, July 28 through Saturday, July 31, 1999. The theme of this year's conference is "The Social Responsibility of Language Testing in the 21st Century." A panel discussion, symposia, research papers, and poster sessions will be given by over 40 scholars from around the world. Among the featured speakers are: Alan Davies (University of Edinburgh), Elana Shohamy, (Tel Aviv University), Bernard Spolsky (Bar-Ilan University), Tim McNamara (University of Melbourne), Amano Ikuo (Center for National University Finance), Nancy Cole (President, ETS), Ikeda Hiroshi (Educational Testing Research Center, Japan Institute of Lifelong Learning), Lyle Bachman (UCLA) and Charles Alderson (Lancaster University). Contact the secretariat by e-mail at <youichi@avis.ne.jp> or see the JLTA WWW site at <http://www.avis.ne.jp/~youichi/JLTA.html> for more details.

参加者募集: 第21回言語テスト国際会議—国際言語テスト学会 (ILTA)・外国語教育評価学会 (JLTA)は1999年7月28日(水)~ 31日(土)につくば国際会議場で「21世紀における言語テストの社会的責任」をテーマに第21回言語テスト国際会議を開催いたします。内容は、1) Nancy Cole、池田央、Tim McNamara、天野郁夫による基調講演、2)「言語テスト：過去・現在・未来」をテーマとしたパネルディスカッション、3）シンポジウム「各国における統一言語テストの改革：可能性と限界」、4)シンポジウム「言語テストの実施者と受験者の責任と権利：倫理・政策・実際・研究」、5)研究発表（一般・学生）、ポスターセッションです。参加申し込み締め切りは1999年6月15日（火）までで先着順で200名とさせていただきます。参加費、申込等詳細は英文をご参照ください。

Position Announcement for *The Language Teacher*—English language proofreaders are required immediately to assist with the production of *The Language Teacher*. Interested applicants must: (a) be a JALT member in good standing; (b) have experience in second/foreign language teaching; (c) reside in Japan; (d) have a Macintosh computer (or a computer that can read and write Mac Microsoft Word-formatted files), a fax machine and e-mail access; and (e) be committed to contributing to the production of *The Language Teacher*. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; <i44993g@nucc.cc.nagoya-u.ac.jp>. Applications will be taken on an ongoing basis.

The Language Teacher 英語校正担当者募集—「The Language Teacher」では編集の手伝いをしていただける英語校正担当者を募集しています。応募資格は以下の通りです。a)会費を納入しているJALT会員であること、b)第二言語／外国語教授の経験があること、c)日本に在住していること、d)Macintoshコンピューター（またはMac MS Word形式のファイルが読めるコンピューター）、ファクス、e-mailが使えること、e)「The Language Teacher」の編集に貢献できること。応募される方は履歴書に手紙を添えてWilliam Actonまで提出してください。連絡先は英文をご参照ください。

The Language Teacher 日本語副編集者募集—「The Language Teacher」では編集の手伝いをしていただける日本語副編集者を募集しています。応募資格は以下の通りです。a) 会費を納入しているJALT会員であること、b) 第二言語／外国語教授の経験があること、c) 日本に在住していること、d) Macintoshコンピューター（またはMac MS Word形式のファイルが読めるコンピューター）、ファクス、e-mailが使えること、e)「The Language Teacher」の編集に貢献できること、f) 日本語及び英語でコミュニケーションが取れること。応募される方は履歴書に手紙を添えて下記まで提出してください。詳細は2ページのstaff listをご参照ください。つくば市天王台1-1-1　筑波大学日本語・日本文化学類　小野正樹

Special Interest Group News・研究部会ニュース

edited by tom merner

As you may have noticed from the new title of this column, N for "National" has been dropped from N-SIG and we are now officially called Special Interest Groups (SIGs). We are happy to announce that both Foreign Language Literacy (FL LIT)and Other Language Educators (OLE) SIGs were approved affiliate status and Gender Awareness in Language Education (GALE) SIG was accepted as a forming SIG (soon to be affliate status) at the JALT Executive Board Meeting held in January. This column will include introductions to these three SIGs over the next three issues in hope of raising more interest among readers. In this issue we bring you the FL LIT SIG.

このコラムの題名の変更でお分かりかと思いますが、N-SIGのNを取り除き、研究部会を正式にSIGと呼ぶこととなりました。また、外国語リテラシー研究部会、他言語教育研究部会が準研究部会、ジェンダーと語学教育部会が申請中研究部会として承認されました。当コラムでは、これら3部会を4月号から6月号に渡りご紹介する予定です。今号は外国語リテラシー部会です。

Foreign Language Literacy SIG （外国語リテラシー研究部会）

Introduction—In the mad rush to make English education in Japan more" communicative," there has been a tendency to forget that, according to many diagnostic tests, the weakness of many Japanese learners of English is in their low reading and writing skills. Indeed, literacy in an FL is a complex, integrated, holistic set of skills, behaviors, and activities, the nurturing of which places unique demands on both learner and educator. As the demands of an increasingly internationalized world raise the bar ofwhat it is to be considered "FL proficient," one wonders at how prepared Japan will be in this one area.

Mission—We feel that reading, writing, and literature are neglected in modern LT. Areas we seek to explore include: lexis, genre and discourse analysis, text linguistics, contrastive rhetoric, and writing systems. We hope, also, to integrate into ELT/FLT such areas of inquiry and classroom application as reading theory and composition studies. The FL Literacy SIG networks professionals in a cross-disciplinary fashion that bridges narrow specialties. We aim to help clarify the differences and commonalities that hold across all types of literacy—native, non-native, bilingual—and apply them to real language teaching and learners. We seek to encourage research, research synthesis and applications, publications, and presentations relevant to non-native and bilingual literacy in Asia.

Activities—Our activities include: (1) *Literacy Across Cultures* (*LAC*), a journal; (2) a newsletter updating you on events in the SIG, JALT, and FL Literacy in Asia; (3) local and national presentations. Our publications now extend to the Internet, and we have also started up an e-mail discussion list that is automatically open to all members of the SIG.

For information on how to join and to receive an issue of LAC, contact: Charles Jannuzi, Fukui University, College of Education, Bunkyo 3-9-1, Fukui-shi 910-8507 t/f: 0776-27-7102; <jannuzi@ThePentagon.com>

英語教育をよりコミニカティブにすることを急ぐあまり、日本における英語学習者の弱点が読み書き能力の低さにあることが忘れられる傾向にあり、また、現代語学教育においても読み書き、文学等の分野が軽視される傾向にあると我々は考えます。このようなことから、語彙、ジャンル・談話分析、作文法等様々な分野を追求し、ELT/FLT双方における語学指導法への読書理論や作文法の適用を目標とし、同時に様々な分野を超えての専門家の交流によって全てのリテラシー分野の類似点、相違点を明確にし、現場の学習者指導へのそれらの応用を目指します。定期出版物には、「Literacy Across Cultures」およびニュースレターがあり、地域および全国レベルでの講演を行うとともにe-mailでのディスカション・リストも運営しております。入会申し込みに関するご質問やLACの見本請求は、Charles Jannuzi(連絡先は英文参照)までお願いいたします。

The following two SIGs have scheduled events in the coming months. For those interested, please refer to the SIG homepages or contact the people listed. For those of you who have interests or questions for other SIGs, please contact the people listed in the updated Contact Person Boilerplate below.

ＣＡＬＬと教師教育部会は近日中に下記の通りの催しを予定しております。くわしくは、掲載されている担当者にご連絡いただくか部会ホームページをご覧ください。その他部会に質問等がある方は、下記リストに掲載されている担当者にご連絡ください。

CALL
<http://jaltcall.org>

CALLing Asia 99, the 4th annual CALL SIG conference, is May 21-24 at Kyoto Sangyo University in Kyoto <holmes@nucba.ac.jp> and will be followed by the Basics of CALL, a hands-on mini-workshop for (Jr. & Sr.) High School teachers of English, June 12 at Tokyo Metropolitan Institute of Technology <jwada@krlcal56.tmit.ac.jp>. Submissions are being accepted until July 31, for *Recipes for Wired Teachers* <ryan@gol.com>.

コンピューター利用語学学習部会の第４回会合「CALLing Asia 99」を5月21日から24日まで京都産業大学で、また、中高校英語教員を対象としたワークショップを東京都立工業大学で６月１２日に開催します。連絡先は英文を参照してください。

Teacher Education
<http://members.xoom.com/jalt_teach/>

On June 19th and 20th we will be hosting a two day conference and workshop on "testing and assessment for learners, teachers, and trainers"at the Kyoto International Community House. Please note the change of dates from earlier notices. For a copy of the call for papers, registration material, or further information contact Janina Tubby at <janina@gol.com>, or c/o Sumikin Intercom. 7-28 Kitahama 4-chome,Chuo-ku, Osaka 541-0041. t: 078-845-5768.

当部会では、京都国際コミュニティーハウスにおいて「学習者、教師、トレーナーのための試験および評価」に関する会合およびワークショップを6月19-20両日開催します(日程が変更となりましたこと、ご注意ください)。論文募集要項、登録資料等くわしくはJanina Tubby(連絡先は英文参照)までご連絡ください。

Special Interest Groups Contact Information

Bilingualism-*Chair*: Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>
Computer-Assisted Language Learning-*Coordinator*: Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-5-2711(w); <holmes@nucba.ac.jp>
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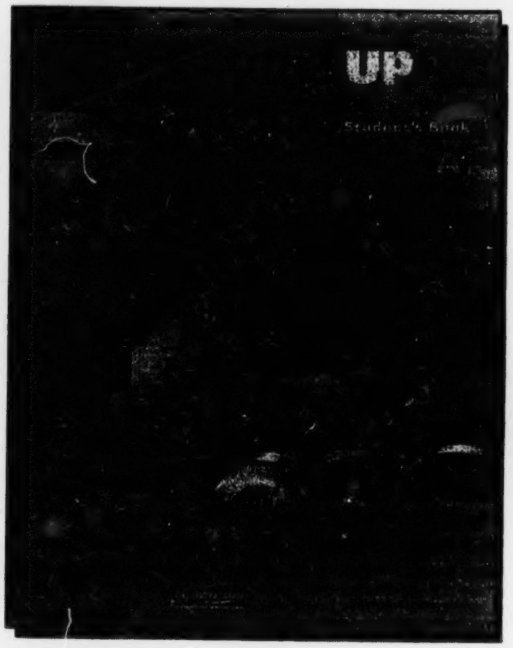

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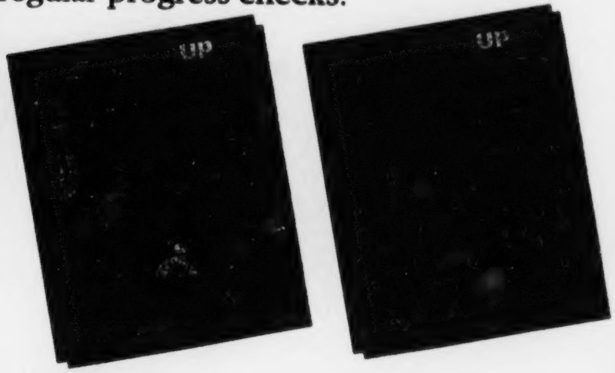

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Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Gunma: *January 1999*—**Who Needs Teachers?** by Robert Weschler. Throughout the presentation, the speaker challenged the participants to reflect upon their beliefs about teaching, learning styles, and how people learn foreign languages best. For instance, Weschler emphasized that adults already have a significant amount of knowledge and L1 abilities that can be utilized in learning a foreign language. If we create a fun, child-like atmosphere, adults will relax, begin taking risks, and begin to communicate freely.

It is inevitable that learners will translate a foreign language into their mother tongue (or vice-versa) in order to decipher meaning. Despite this fact, many native-English teachers insist on an all-English policy in the classroom. Translation can be a very helpful tool in aiding students to construct meaning. Why should teachers deprive students of understanding by following such a policy? The presenter assumes this all-English movement is partly due to opposition to the much criticized grammar-translation method. However, functional translation, the translation of phrases that have similar equivalents in another language, yet cannot be translated word-for-word, can be very helpful for students.

Weschler concluded that students need the tools to pursue their own learning independently. He brought with him a variety of hand-held electronic gadgets, including electronic dictionaries, IC (integrated circuit) recorders, and talking travel guides. With the advancement of technology, students who choose to take advantage of such conveniences can be increasingly independent learners. *(Reported by Renee Gauthier-Sawazaki)*

Hiroshima: *January 1999*—**Teaching TOEIC/TOEFL Classes,** by Richard Walker. Preparing students for TOEIC and TOEFL examinations has been kept in the domain of "real" teachers who know their grammar and syntax. However, in the last few years, more and more novice teachers are being asked by their schools and companies to teach students how to prepare for these daunting tests. That is where the new TOEFL/TOEIC textbooks seem to lend a helping hand by offering not only practical testing strategies and practice tests, but also guiding the teacher with helpful hints and classroom activities. Walker introduced us to some sample activities he would use with students preparing for a TOEFL or TOEIC test.

The exercises dealt with introducing and expanding vocabulary, as well as developing intuitive topic-specific knowledge which is needed in comprehension sections of exams. These activities can have other uses such as developing reading speed and imagination; for example, students can be asked to create a story from a given picture. The tasks encourage speed, memory, and ability to identify grammar structures, all necessary skills for students who want to do well on the tests. Some of the difficulties raised by teachers at the presentation included trying to make TOEIC/TOEFL classes conversational, teaching the complexities of grammar in English to Japanese students, responding to difficulties in motivation, and responding to problems found in the test. *(Reported by Joy Jarman)*

Kitakyushu: *January 1999*—**Teaching and Learning by Video,** by Christopher Carman. Carman demonstrated ten types of video-based activities that can be used in language classes. Most activities involved clips from television programs or movies though commercially produced language-study videos can also be used. Carman recommended using television programs, since they are written in 10-minute scenes fitted between commercials.

Activities included ordering 12 lines of dialogue, predicting future scenes, and identifying the speaker of selected lines. The teacher may also provide dialogue and/or narration for silent material or scenes played without sound. Playing the soundtrack without the picture can provide students with opportunities to predict the setting, mood, and number of characters. Teachers can check comprehension or focus on language points, using true and false questions or cloze exercises. Even fast-paced news reports can be utilized by providing a chart on which listeners can organize the content. Similar scenes from the same movie can be used for paired information gap activities. Detective stories often contain scenes that introduce all of the suspects; this can be used to test students' understanding of relationships.

When viewing television commercials, students might be asked to identify the advertised product and the slogan. Is the commercial attractive? How does it differ from typical Japanese television commercials for the same product?

When using a bilingual video, advanced students may watch a scene in Japanese, then try to predict the English dialogue. Most students report wanting to learn English in order to enjoy foreign movies. As a self-study technique, Carman recommends, students replay the video segments that contain expressions they particularly want to learn. *(Reported by Margaret Orleans)*

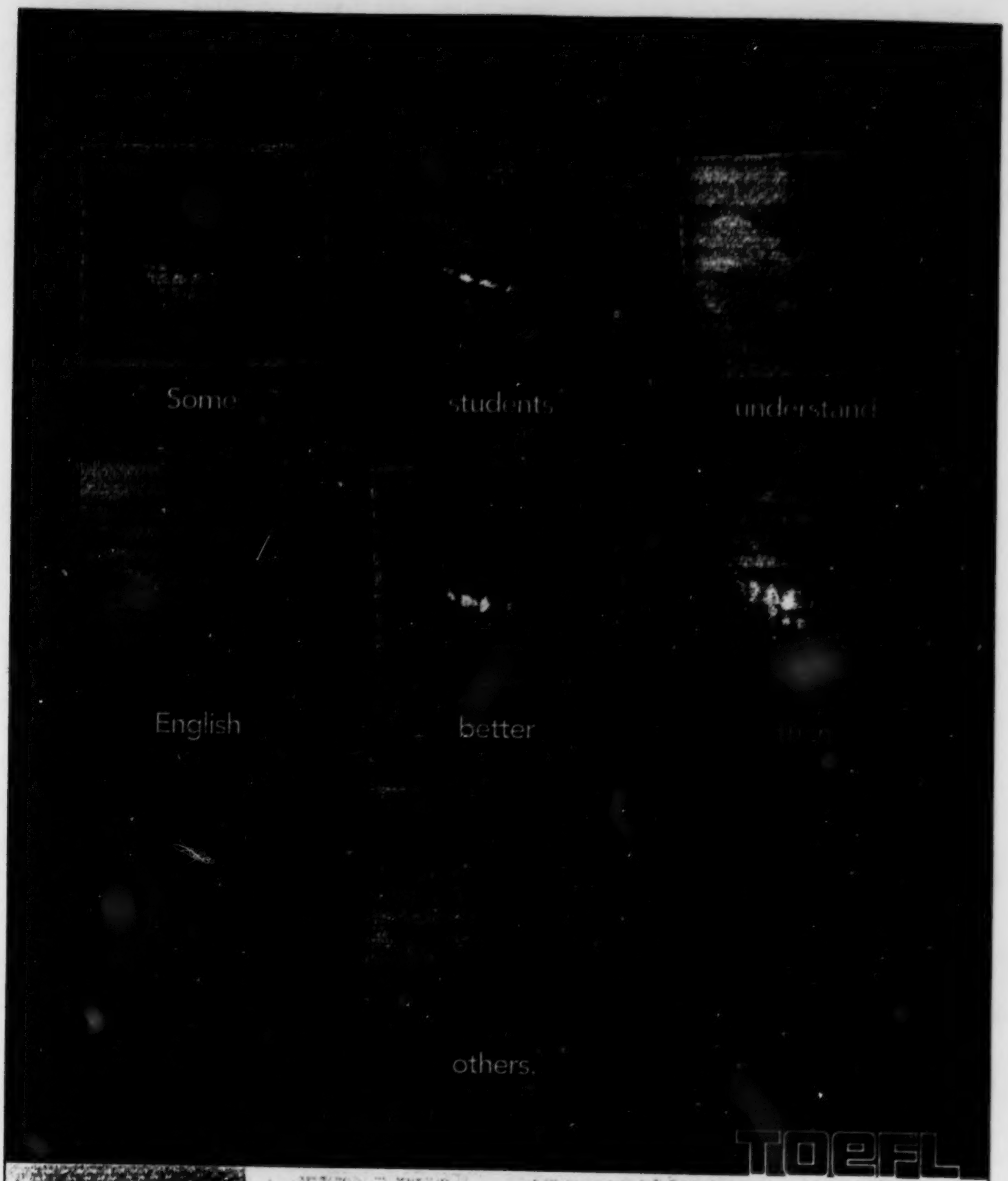
Shizuoka: *October 1998*—Two Presentations, **Facilitating Fluency for False Beginners and Using the Internet,** by Lori and Paul O'Rorke. Lori O'Rorke discussed the problem of Japanese students of English who, despite years of EFL study, cannot listen to or speak English easily. Drawing on Brazil's model of discourse intonation (Brazil, 1994), and using only recordings of authentic native-speaker speech and songs, she has developed a remedial programme for such students.

Brazil's model is based on the idea that the smallest chunk of speech is not the word, but the tone unit. Students need to learn not to hear, "I work in an office," but to hear and produce, "I wor ki na noffice." Using this method, students improved their listening and speaking skills dramatically.

Paul O'Rorke outlined methods for using Internet search engines in EFL teaching. The Internet is a vast source of information which teachers can use to encourage students to develop their vocabulary and grammar. However, students need to learn to ask the right questions and filter the results to reduce information overload. Search engines and their directories are an easy gateway for students who also need to determine the site's content and target audience from the search results. *(Reported by Barbara Geraghty)*

Reference

Brazil, David. (1994). Pronunciation for advanced learners of English. Melbourne: CUP.



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Chapter Meetings

edited by malcolm swanson & tom merner

Akita—Demonstration, by Michael Sagliano, Miyazaki International College. Sagliano, who founded Akita JALT, will introduce and demonstrate a range of active learning card and board games for both fluency-building English classes and integrated content and language courses. Attendees will actively participate in some of these games. Guidelines for creating and adapting card games will be provided as well as a detailed handout. *Saturday, April 24, 2:00-4:00; MSU-A; free to all.*

秋田支部の創設者でもあるMichael Sagliano氏がカードやボードゲームを使用しての指導法及びこのようなゲームの考案方法を紹介します。

Fukui—Practical Activities for Elementary School: High School English Classrooms, by Elizabeth Kitamura. The presenter will draw from her experiences of 20 years of teaching at various institutions in Japan to demonstrate a medley of practical language games, catchy songs, speaking activities, spelling exercises, "grammar" chants, and story-telling techniques in a "hands-on" presentation. Participants will find these teaching tools indispensable as complementary or supplementary activities in numerous classroom situations.*Sunday, April 18th, 2:00-4:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500.*

Elizabeth Kitamura氏が自身の20年の教師経験から、小学校から高校レベルまで様々な教室で活用可能なゲーム、歌、チャンツ、物語の使用等を紹介します。

Fukuoka—Teaching an Internet Course, by Bill Pellowe, Fukuoka JALT President. This practical workshop is mainly intended for teachers who plan to use or teach the Internet in their English classes. It may also be useful for teachers who themselves would like an introduction to the Internet. The three hour afternoon will be divided into three parts: (1) How do we introduce students to using the Internet? (2) Internet-based Activities and Projects (3) Internet-based Resources. The workshop will conclude with an opportunity for a question and answer session on using the Internet with English language students. *Sunday, April 18, 2:00-5:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24; free to all.*

福岡支部会長で語学学習へのインターネットの活用を研究し続けるBill Pellowe氏が、アクティビティーやリソースを含めた語学指導へのインターネットの導入について論じます。

Hiroshima—Coping Holistically With Classroom Stress, by Arlene Alexandrovich. In this workshop, we will focus on positive coping strategies in a holistic framework going beyond pop psychology, to help us maintain a healthy emotional balance, and thrive in our classroom environment. This workshop is the result of a positive response when the topic was tested as an exchange when introduced at JALT98. *Sunday, April 18, 1:00-4:00; Hiroshima International Center (Hiroshima Crystal Plaza 6F, near ANA Hotel); one-day members ¥1,000.*

Ibaraki—1. English for Company Employees: What They Want, What They Need, and What They Get, by Nakano Takeshige (Hitachi Ibaraki Technical College) & Gordon Luster. The presenters will describe the slowly evolving state of foreign-language training for company employees in Japan, concentrating on the situation of employees in the Hitachi area. **—2. Successful Strategies for Teaching Collocations and Prepositions,** by Duane Isham, Ibaraki University & The National College of Technology. This presentation will focus on strategies that are effective in the teaching of prepositions and collocations, especially in the acquisition of skills related to following and giving instructions. *Sunday, April 18, 10:00-3:00 (followed by business meeting and social activity for those interested); Tsukuba Women's University; one day members ¥500.*

Kagoshima—Getting the Most From Classes and From JALT, by David McMurray, Fukui Prefectural University. Start planning now for your new classes. Learn how to design an efficient syllabus and explore effective ways to group students for teamwork. Understand organizational behavior. This workshop will introduce ways to introduce yourself, get to know your students, and discover their preferred learning strategies in the first few weeks of classes. The second half of the workshop follows the same framework for getting to know JALT. Informal social follows. *Saturday April 24, 2:00-4:00; Kyuden Plaza (I'm Bldg, 2F); free to all.*

Kitakyushu—Using Interviews to Teach English Conversation, by Christine Chinen, Fukuoka University. Through interviewing, students learn many communication skills and can use the English they learned in the classroom in real situations, thus motivating them to want to learn English. This workshop will demonstrate the components of an interview course and show teachers how they can use interviewing with their own students. *Saturday, April 10, 7:00-9:00; Kokura Immanuel Church; one-day members ¥500* .

福岡大学のChristine Chinen氏がインタビューを使用しての語学指導方略を紹介します。

Kobe—Action Research Presentation Project, by George Truscott & Francis Shiobara. In today's oral communication classes, it is often difficult to find or create tasks that motivate our students. Add to this large classes, limited contact time, the artificial atmosphere of the classroom, and the problems with evaluation/assessment of student performance, and the whole teaching process becomes daunting. This presentation will focus on a task-based project, which is built around student generated surveys leading to in-class presentations. *Sunday, April 25, 1:30-4:30; Kobe, YMCA LET'S 4F; one-day members ¥1,000.*

Kyoto—Songs in Language Teaching: Theory and Practice, by Kim Kanel, Kinki University. The first part of this presentation will outline research and the history of song use in language teaching. The presenter will show how songs can provide authentic text, which stimulates active listening and discussion, especially among the young adults who comprise the majority of EFL learners. *Sunday, April 25, 1:30-4:00; Kyoto Kyoiku Bunka Center (5 min. from Keihan Marutamachi Station); one-day members ¥500.*

語学習得法の研究を続けるKim Kanel氏が、歌をテキストに、実際の英語で初学者を動機付け積極化させるその理論と実践を紹介します。

Matsuyama—Cooperative Learning: A Workshop, by Diana Brady-Herdon, AMIC English Center. Cooperative learning is an educational philosophy and teaching strategy by which students develop greater interpersonal skills and achieve a higher degree of language learning. In this workshop, participants will experience cooperative learning by taking part in activities that will mimic the role of students in the classroom environment. *Sunday, April 18, 2:30-4:30; Shinonome High School, Kinenkan 4F.*

Miyazaki—The Whys, Whos, Whats, and Hows of EFL Teacher Education, by Nobuyuki Takaki, Kumamoto University. Takaki runs a successful EFL Training Centre (PIGATE) in Kumamoto. In this bilingual presentation, he will discuss the fundamentals of a sound EFL teacher education, focusing on learning materials, syllabus, management, roles in the community, and related problems, with particular emphasis upon training for junior and senior high school teachers. *Saturday, April 24, 3:00-5:00; 4F Miyazaki Municipal University; one-day members ¥750.*

熊本においてPIGATEというEFL教師研修プログラムを運営されている熊本大学の高来信之氏が教材、シラバス、授業運営管理等、教師教育の基本について中高等学校教員研修を焦点に据えて二か国語で講演します。

Nagoya—Student-Centered Language Learning for Secondary School Teachers, by Michael Reber, Junior/Senior High SIG. The presenter will discuss the SIG handbook he edited. Attendees will be able to receive a copy for a donation of ¥1,500. *Sunday, April 25, 1:30-4:00; Nagoya International Center, 3F, Rm 2.*

Niigata—Improving Materials with Cooperative Learning, by Christopher Jon Poel, Musashi Institute of Technology, & Robert Homan, International Christian University. Language teachers have been slow to adopt Cooperative Learning (CL), perhaps because few textbooks take advantage of CL activities. This means that to employ CL, teachers would have to create entirely new lessons; a rather labor-intensive task. This presentation demonstrates how several CL activities can be adapted for use with a variety of commercial ELT materials. *Sunday, April 18, 1:00-3:30; Niigata International Friendship Center 2F.*

共同学習の手法を採用する場合、新しい教材の開発等教師にとって手間のかかる場合が多いが、共同学習アクティビティーを様々な市販の教材に適用する方法を紹介します。

Omiya —Effective Team Teaching, by Adrian Clarke, Shibaura Institute of Technology. Clarke, who spent three years working as an ALT, will present the results of his research into teacher and learner perceptions of team-teaching. This will be followed by a discussion of how teachers can conduct classes that are effective and satisfying for both teachers and learners. In the second part of the program, members will present several activities that worked well with students at the secondary level, and the English Resource will display the latest materials for this level from various publishers. *Sunday, April 18, 2:00-5:00, Omiya Jack Bldg., 6F (048-647-0011); one-day members ¥1,000.*

ALTを3年間経験した芝浦工業大学のAdrian Clarke氏が、ティーム・ティーチングに対する教師と学生の認識に関する自身の研究結果を発表します。その後、教師・学生双方を満足させる効果的な指導方略について討論するとともに、会員による成功したアクティビティー例の紹介があります。

Tokushima—Looking Into the Eternal Mirror: Myth & Meaning across Cultures, by Linda Wilkins, Naruto University of Education. This presentation describes EFL reading exercises designed to reflect the pluralism of 20th century society by presenting a full spectrum of myths whose diversity corresponds to the new geopolitical age. Strategies for this integration of language study and cross-cultural literature will be discussed, emphasizing the Jungian approach to the interpretation of myth. *Sunday, April 18, 1:30-3:30; TBA; one-day members ¥1,000, students ¥500.*

Tokyo—Helping Students Be Better Learners, by Padraic Frehan, British Council, Tokyo. Frehan will lead a presentation and discussion on Learner Training. *Sunday, May 9, 2:00-5:00; Sophia University, Bldg. 9 (Rm TBA); one-day members ¥500.*

Yamagata—A Study on Listening Comprehension, by Tomita Kaoru, Yamagata University. This presentation reports on the results of a study on the effect of speaking rate and accent on listening comprehension in a foreign language.*Sunday, April 25, 1:30-4:00; Yamagata Kajo-Kominkan (0236-43-2687); one-day members ¥500.*

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Conference Calendar

edited by Lynne Roecklein & Kakutani Tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, April 15th is the final deadline for a July conference in Japan or an August conference overseas, especially if the conference is early in the month. **From this issue, an announcement will usually run only once per category.**

Upcoming Conferences

April 16-18, 1999—Gender and Language: The 44th Annual Conference of the International Linguistic Association, at New York University, NY, NY. Contact: Alice H. Deakins, Conference Chair; English Dept., William Paterson University, Wayne, NJ 07470, USA; t: 1-973-720-2582; <deakins@frdsontier.wilpaterson.edu>.

April 29, 1999—Education in Japan: Going the Distance: Annual Conference of The Association of Canadian Teachers in Japan (ACTJ), at the Canadian Embassy in Tokyo from 10:00 a.m. Contacts: Kevin Burrows; f: 0422-30-7456; <canadajin@hotmail.com> or Kent Hill; Kimigatsuka Haitsu 2-D, Minami Kimigatsuka-machi 20-14, Onahama, Iwaki-shi, Fukushima-ken 971-8169; t/f: 0246-54-9373; <kentokun@mail.powernet.or.jp>.

May 20-23, 1999—International Conference on Language Teacher Education, convened by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, USA. Guest speakers, including Jack Richards, Donald Freeman, and Dick Allwright, and participants will explore the principal conference themes: the knowledge base of language teaching, sociocultural and political contexts of language teacher education, processes of language teacher education. Detailed schedule at <http://carla.acad.umn.edu/teacher-ed.html>. Direct contact: <carla@tc.umn.edu> or t: 1-612-626-8600; f: 1-612-624-7514.

May 21-22, 1999—The Fourth Regional Symposium on Applied Linguistics: Socio-Cultural Issues, hosted by the M.A. Program in Applied Linguistics at the University of the Americas. Participants aim to develop a richer knowledge of the modalities implicated in the processes of the acquisition and teaching of foreign languages. Contact: Virginia LoCastro at <locastro@mail.pue.udlap.mx> or at Departamento de lenguas, Universidad de las Americas, 72820 Puebla, Mexico; t: 52 (22) 29-31-05; f: 52 (22) 29-31-01.

May 22-23, 1999—CALLing Asia 99: International Conference on Computers and Language Learning at Kyoto Sangyo University, Kyoto, Japan. Wondering how to use computers for teaching when your classroom doesn't even have one? Presentations, discussions, workshops and demonstrations will address participants from novice to expert, and those with and without computers in the classroom. See <http://jaltcall.org/cjo/10_98/calling_asia99.htm>, or contact Bryn Holmes, Nagoya University of Commerce and Business Administration, 4-4 Sagamine, Komenoki-cho, Nisshin-shi, Aichi-ken 470-0193, Japan; t: 05617-3-2111, ext 26306; f: 05617-4-0341; <holmes@nucba.ac.jp>.

May 24-26, 1999—MELTA (Malaysian English Language Teaching Association) Biennial International Conference: English Language Teaching in Challenging Times, concentrates this year on innovations in approaches to teaching English. Contact: MELTA; P.O.Box 454, Jalan Sultan, 46750 Petaling Jaya Selangor, Malaysia; t: 60-3-758-4764; f: 60-3-758-3137; <melta@tm.net.my>.

Calls for Papers/Posters (in order of deadlines)

April 23, 1999—Note application deadline for **summer one-week professional development institutes** offered by The Center for Language Education and Research (CLEAR) at Michigan State University (MSU), USA. Most conveniently dated ones concern integrating technology into the foreign language classroom. Contacts: CLEAR; A712 Wells Hall; Michigan State University; East Lansing, MI 48824-1027. t: 1-517-432-2286 or <http://clear.msu.edu/institutes/99institutes/>.

April 30, 1999 (for July 28-31, 1999)—**7th International Conference on Cross-Cultural Communication: Interdisciplinary Approaches to Language and Culture,** sponsored by the International Association for Intercultural Communication Studies and the Interdisciplinary Linguistics Program at the University of Louisville. The conference brings together educators and scholars from diverse disciplines and perspectives to share experiences, ideas, research findings and theoretical insights on a variety of topics relating to communication across languages and cultures. The conference web page at <http://members.aol.com/iaics/iccc.htm> is replete with details. Contacts: Robert N. St. Clair, Conference Chair; Department of English; t: 1-502-852-6801; f: 1-502-852-4182; <rnstcl01@Athena.louisville.edu> or Charles Willard, Conference Chair; Department of Communication; t: 1-502-852-6976; f: 1-502-852-8166; <cawill01@ulkyvm.louisville.edu>; both at University of Louisville, Louisville, KY 40292, USA.

May 1, 1999 (for November 4 - 7, 1999)—7th International Conference on Computers in Education: New Human Abilities for the Networked Society, in Chiba, Japan at the Kazusa Akademia Center and the Okura Akademia Park Hotel. Organized by AACE (Association for the Advancement of Computing in Education), this conference will explore how to exploit electronic and communication technology in ways that enhance the creativity, collaboration, and communication which will characterize new forms of education in the 21st century. See <http://www.ai.is.uec.ac.jp/icce99/index.html> for details, including a mammoth list of ideas for paper topics. Use the General Information link for proposal specifications. Further information: <icce99@ai.is.uec.ac.jp> or ICCE 99 Secretariat; Artificial Intelligence and Knowledge Computing Lab, Graduate School of Information Systems, The University of Electro-Communications, 1-5-1 Chofugaoka, Chofu-shi, Tokyo 182-8585; t/f: 81-424-89-6070.

May 1,1999 (for November 12-14, 1999)—QUESTIONS: **The 2nd International Conference of the North-West Centre for Linguistics,** at the University of Liverpool, UK. Papers are invited on the semantics, syntax, and pragmatics of questions and their role in spoken and written discourse. Send proposals by plain-text e-mail attachment to <moll@liv.ac.uk> or hard copy to Questions Conference, Department of English, Modern Languages Building, University of Liverpool, P.O. Box 147, Liverpool L69 3BX, England. Contact: Maureen Molloy at <moll @liv.ac.uk> or t: 44-(0)151-794-2771; f: 44-(0)-794-2739.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

Questions from JIC

Welcome to the JALT Job Information Center. First, I would like to tell you about a new service for JALT members. Since the lead time for *The Language Teacher* is about six weeks, for those of you who would like earlier access to JIC information it is now available by e-mail approximately six weeks before you will see it in print here. But since some advertisers choose not to have their job opening included in the e-mail list, be sure to check this page too. To take advantage of this service, send a request by e-mail to <begole@po.harenet.ne.jp> each time you would like a list.

There are some difficult questions the JIC has to face each month. What exactly is our purpose? How can we provide the best service to members and yet address the problems of discrimination in the workplace?

The following is an informal questionnaire that I invite you to reply to:

JIC Questionnaire

1. Would we serve you better by simply providing an information clearinghouse, listing other periodicals or Websites where members could search at leisure?
2. (a) Would members without Internet access be willing to pay postage for job lists downloaded and collated from other sources? (b) How would members feel about the discriminatory wording that would be bound to appear?
3. Have you ever advertised a position in *TLT*? If so, were there any problems conforming to JALT's non-discrimination policy?

Please reply to JIC column co-editor Bettina Begole by e-mail, fax, or post (see page 2 for contact information). We are here to serve you.

Bettina Begole, with Natsue Duggan,
Peter Balderston (JALT conference JIC), and Boyce Watkins

A Recent Letter to JIC

Dear Ms. Begole,

I have a question to ask about *TLT*'s Job Information Center. In looking over many of the positions that have appeared in the JIC column this past year, I have noticed that many universities advertising full-time positions do not clarify their employment limitations. Some say, "as per university/Monbusho guidelines" (which Monbusho no longer has), or else "contact the university for more information." Out of a good 22 full-time university positions I read about in the JIC, 13 were under this vague style of disclosure. I am not faulting you or the JIC column for this, but this goes against Monbusho guidelines stating that full disclosure of job limitations at the outset is mandatory.

In order to make the JIC a better resource and help job-seeking JALT members be fully aware of what they are getting into from the start, could I ask you to add one requirement to the description of job conditions: an indication whether or not full-time university positions have a contract? This is a crucial criterion for measuring job stability and security. Moreover, if they say they have a contracted position, is it capped at a fixed number of years, or is it tenure-track? If the university will not disclose this information, they are going against Monbusho guidelines and I think their announcement should be withheld from *TLT* publications until they do so. Thank you very much for your time and attention to this matter.

Sincerely yours,
Dave Aldwinckle
Sapporo

(Kanagawa-ken) City & Prefecture (勤務地)：神奈川県横浜市港北区日吉4-1-1。Name of Institution: 慶應義塾大学(経済学部)。Title of Position: 研究業績・教職歴・年齢等を考慮して決定(専任)。**Qualifications:** (1) 経済学部で英語を教える能力を有すること、(2) 採用時において45歳以下であることが望ましい(修士課程修了後3年以上過ぎていること)、(3) 国籍を問わない。但し教授会、各委員会等で日本語で充分対応できる者。**Salary & Benefits:** 給与は慶應義塾給与規定による。**Application Materials:** (1)願書(所定用紙) 1通、(2)履歴書(写真貼付) 1通、(3)主要著書1点または主要論文1篇およびそのレジュメ各3部、(4) 研究業績リスト3通、(5)「経済学部で英語を担当する抱負」3部。**Deadline:** 1999年4月24(土)必着(書留による郵送に限る)。**Contact:** 〒108-8345 東京都港区三田2-15-45、慶應義塾大学経済学部長秘書係。**Other Requirements:** (1) 提出書類の封筒の表に「英語担当教員応募書類」と朱書にすること、(2) 提出された書類は返却しない、(3) 問合せは書面(郵送)に限る。

(Shizuoka-ken) Greenwich School of English in Hamamatsu is seeking English teachers for both full- and part-time positions. **Qualifications:** Teaching experience and teaching qualification; ability to teach British-style English. **Duties:** Teach English, attend meetings, check students' homework. **Salary & Benefits:** 250,000 yen/month before taxes; nice comfortable accommodation. **Application Materials:** CV and copy of diploma. **Contact:** Asano Keiko; 95-16 4F Chitose, Hamamatsu, Shizuoka 430-0934; t: 053-455-6851; f: 053-456-6610.

(Tokyo-to) Robin English School in Yokohama is looking for a part-time English teacher. **Qualifications:** A sincere, pleasant, helpful, friendly, and responsible teacher. Preference will be given to applicants living close to relevant branch schools. **Duties:** Teach English conversation. **Salary & Benefits:** 3,000 yen for a one-hour class plus transportation. **Application Materials:** Resume. **Deadline:** As soon as possible. **Contact:** Mr. K. Hamazaki; Robin English School, 2-4-1 Nagatsuda, Midori-ku, Yokohama 226-0027; t/f: 045-985-4909.

(Tokyo-to) The Department of Japanese at Daito Bunka University in Tokyo is seeking a part-time English teacher for all ages to beginning in April, 1999. **Quali-**

fications: MA or PhD in TEFL/TESL is required, as well as native-speaker competency in English, and university-level teaching experience. **Duties:** Teach three courses on any one day from Monday through Wednesday. The courses are an introductory course in second language acquisition, a course in presentation skills, discussion and/or debate, and a course in intermediate-level writing which includes some basics in business writing. First class begins at 9:00 and all classes are 90 minutes. **Salary & Benefits:** 26,000 to 30,000 yen per course depending on teaching experience and education, and transportation fee (maximum 4,000 yen per trip to school). **Application Materials:** Resume, reference, one passport-size photograph, photocopies of diploma, and a cover letter including a short description of courses taught and how they were taught. **Deadline:** Ongoing. **Contact:** Mr. Etsuo Taguchi, 20-8 Mizohata-cho, Sakado-shi, Saitama-ken 350-0274; t/f: 0492-81-8272; <etaguchi@sa2.so-net.or.jp>.

(Tokyo-to) The English and business departments at Aoyama Gakuin University are seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident of Japan with an MA in TEFL/TESL, English literature, applied linguistics, or communications; minimum three years experience teaching English at a university; alternately, a PhD and one year university experience. Publications, experience in presentations, and familiarity with e-mail are assets. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports. Seeking teachers who can collaborate with others on curriculum revision project entailing several lunchtime meetings, and an orientation in April. **Salary & Benefits:** Based on qualifications and experience. **Application Materials:** Apply in witing for an application form, enclosing a stamped, self-addressed envelope. **Deadline:** Ongoing. **Contact:** Gregory Strong; Coordinator, Integrated English Program, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

(Tokyo-to) Saxon School of English in Setagaya-ku is looking for a part-time English teacher. **Qualifications:** Native-speaker competency. **Duties:** Teach English conversation, prepare students for tests (Eiken, TOEFL, etc.) **Salary & Benefits:** 3,000 yen per hour, travel reimbursement; income taxes withheld by employer. **Application Materials:** Personal history. **Contact:** Saxon School of English, 2-12-6 Nozawa, Setagaya-ku, Tokyo 154-0003.

Web Corner

New! You can receive the most recent JIC job listings by e-mail at <begole@po.harenet.ne.jp>.
"ELT News" at <http://www.eltnews.com>.
"JALT Online" homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>. "Jobs" section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>.
"Sophia Applied Linguistics Circle" (Japanese site) at <http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>.
"Teaching English in Japan: A Guide to Getting a Job" at <http://www.wizweb.com/~susan/mainpage.html>.
"ESL Job Center on the Web" at <http://www.pacificnet.net/~sperling/jobcenter.html>.
"Ohayo Sensei" at <http://www.wco.com/~ohayo/>.
NACSIS (National Center for Science Information Systems) career information at <http://nacwww.nacsis.ac.jp>.
"The Digital Education Information Network Job Centre" at <http://www.go-ed.com/jobs/iatefl>.
"EFL in Asia" at <http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>.

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices, in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

To list a position in *The Language Teacher*, please send the following information by fax or e-mail: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Faxes should be sent to Bettina Begole at 0857-87-0858; e-mail <begole@po.harenet.ne. jp> so that it they are received before the 15th of the month, two months before publication.

Advertiser Index

IFC = inside front cover, IBC = inside back cover,
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Banner	4, 36
Cambridge University Press	26
Council	42
IDC	IBC
Longman	30
Macmillan	IFC, 40
Nellie's	20
Oxford University Press	OBC
Prentice-Hall Japan	48

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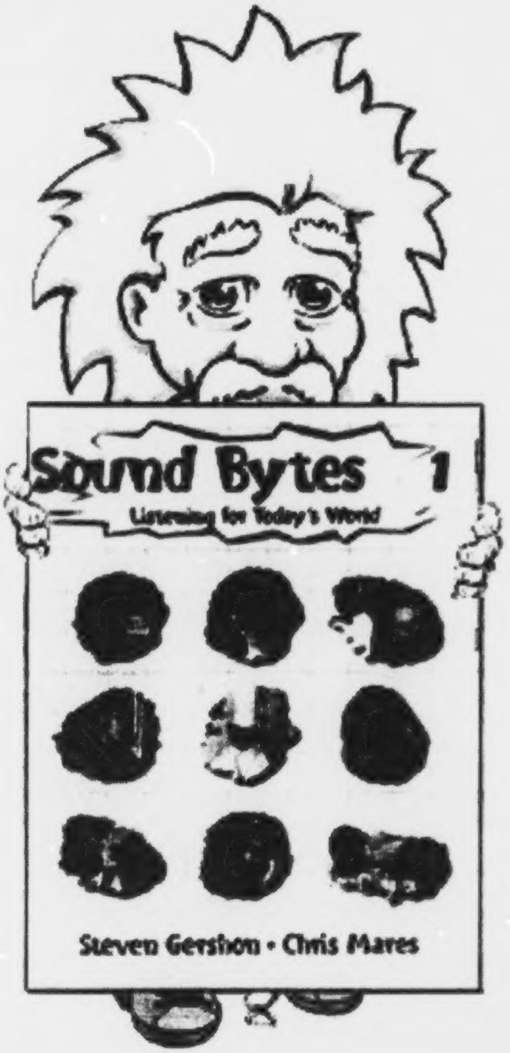
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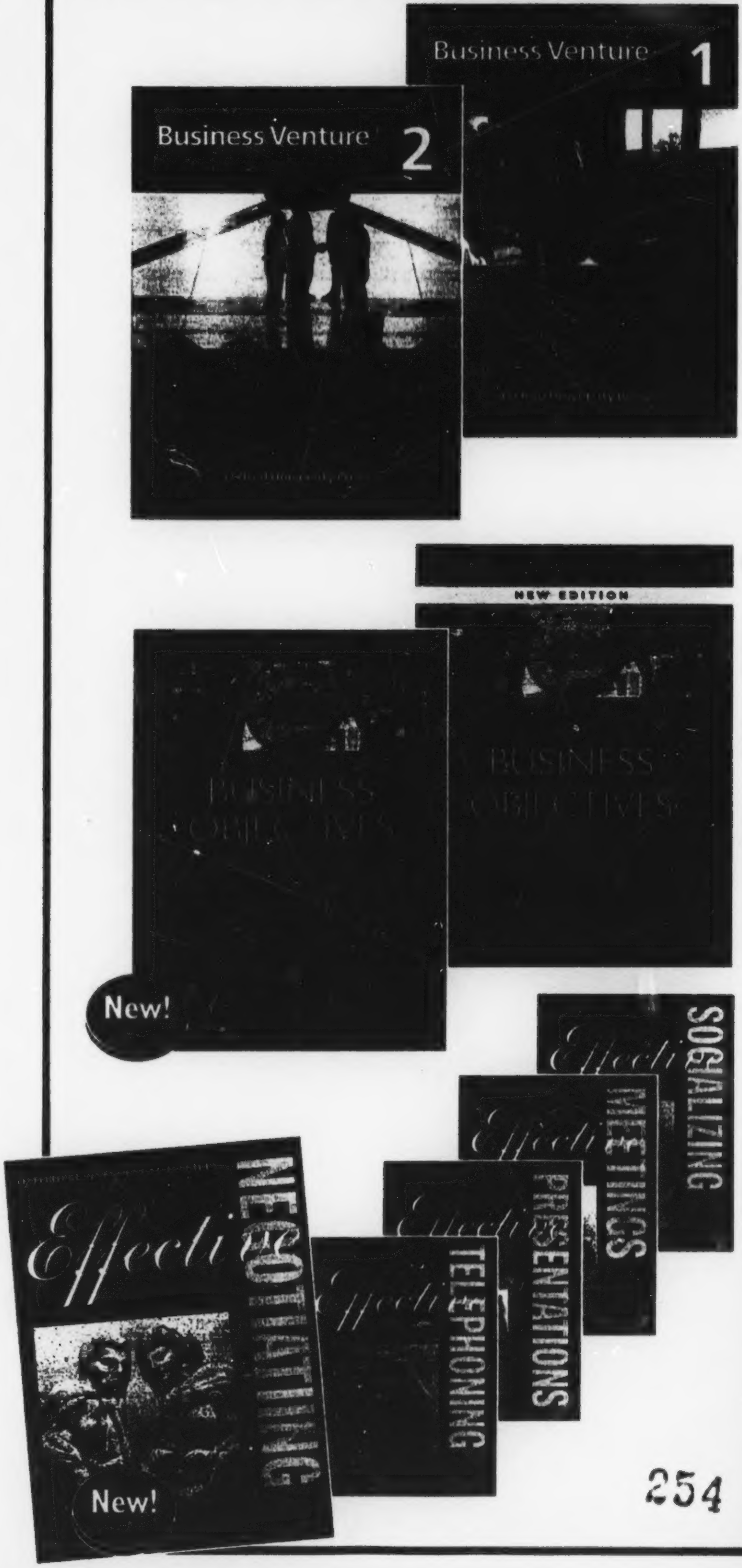
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5
Volume 23, Number 5
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Special Active Learning Issue

3 Introduction
4 An Interview on Active Learning with Dr. James Eison
Katharine Isbell
7 The Living Abroad Interview
Keith Ford
11 Transforming the Cultural Studies Curriculum in Partnership with Students
Miho Kitsukawa, Cheiron McMahill, Mami Nakamura, Akemi Sato, Shizue Shimizu, & Reiko Tagohka
15 Activating Metacognition with Action Logs
Linda Woo & Tim Murphey
19 Graphic Organizers for Active Learning: GOAL for Reading and Writing
Keith Lane
22 教科「日本語表現」を通じてのディベート教育に携わって
岸江信介 (The experience of teaching debate in the Japanese Expression classroom, by *Kishie Shinsuke*)
25 Japanese Students as Active Learners of English Pronunciation
Veronika Makarova

a chapter in your life

29 Gifu (Chapter in the Making)

my share

31 授業内で行なう中学生のための自律的英語読書プロジェクト
堂寺 泉 (An autonomous reading project for junior-high-school students, by *Dodera Sen*)
32 Encouraging Risk-Taking and Spontaneity through "Quick Write"
Bill Perry & David Rehorick
34 Active Vocabulary Review
Susan Tennant
35 Activating Content-Based Assessment
Katharine Isbell
36 Egg-Bombers and Other Flying Devices
Stephan Gilbert

departments

39 Book Reviews
40 Recently Received
41 JALT News
43 JALT99
43 Bulletin Board
44 Special Interest Group News
45 Chapter Reports
46 Chapter Meetings
49 Conference Calendar
50 Job Information Center/Positions
3 Authors
24 Advertiser Index

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The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Bill Lee.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

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My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

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Introduction

This special issue of *The Language Teacher* was conceived as a forum for language teachers to document their research and practice with Active Learning/Teaching strategies. Active teaching strategies include meth-ods that many TESL professionals consciously use in their classes daily. The literature in this area, however, is primarily focused on promoting active learning strategies in mainstream college education. This volume expands the discourse of Active Learning beyond the research literature in higher education.

This special issue should have appeal in the general context of Japanese education as well. In 1997, the Curriculum Council of the Education Ministry issued a report recommending that student-centered approaches to learning replace lecturing on facts. The purpose for these recommended changes reveal clear links with Active Learning: to develop social skills and global awareness; to develop autonomous learning and critical thinking skills; and to promote education based on the needs of a student population. Active learning strategies can transform traditional classrooms where students passively receive knowledge to centers where students are actively seeking information and reflecting on what they have learned.

Katharine Isbell opens this issue with an interview of **James Eison** who lays out some of the background to the field. Following this, **Keith Ford** describes an interview technique to promote listening, speaking, and critical thinking. Next, **Cheiron McMahill** and her students share their experience transforming a university course from a lecture-based format to one that is more experiential. The use of action logs to foster metacognition and learner autonomy is the focus of the contribution from **Linda Woo** and **Tim Murphey**. In the fifth article, **Keith Lane** promotes the use of graphic organizers to help build learner schemata. **Shinsuke Kishie**, a professor of Japanese Expression, describes a course project that makes use of debate to develop skills in argumentation and critical thinking. Finally, **Veronika Makarova** outlines active learning strategies to teach pronunciation to Japanese learners.

We extend our thanks to the authors for staying with us through numerous revisions and to the volunteers of *TLT* for their advice and support. We hope readers will enjoy this issue.

Katharine Isbell, Julie Sagliano, Michael Sagliano, & Timothy Stewart
Active Learning Special Issue Co-Editors

今月のThe Language Teacherは、アクティブ・ラーニングおよびティーチングストラテジーの研究、実践に関する特集号です。アクティブ・ラーニング・ストラテジーはTESLで日常的に多く用いられているメソッドですが、本特集号ではアクティブ・ラーニングを広げ、日本の教育をも対象に入れています。1997年に文部省の教育課程審議会は講義形式に代わって学生中心に学ぶアプローチを薦めており、この提言はアクティブ・ラーニングとかかわっています。アクティブ・ラーニングは伝統的な知識を受動的に受け取るクラス活動から、学習者自身が能動的に情報を求め、既習のことがらについても再度思案するものです。Katharine IsbellはJames Eisonにインタビューし、この分野の背景を述べ、Keith Fordは聴解、会話、思考を活性化するインタビューテクニックについて著しています。Cheiron McMahillと彼女の学生は講義形式からより経験的な形式に変更した大学での教育について述べています。Linda Wooと Tim Murpheyは実際にメタ認識や自律学習を育む記録を寄せ、岸江信介は、「日本語表現」の担当教官として、ディベートを用いて反駁力を高めるコースについて述べています。最後にVeronika Makarovaは日本人学習者に対する発音指導のアクティブ・ラーニング・ストラテジーを略述しており、読者の皆様にもお喜びいただけるものと思っています。また、著者やTLTのスタッフに感謝しております。

アクティブ・ラーニング特集号共同編集者
Katharine Isbell, Julie Sagliano, Michael Sagliano, & Timothy Stewart

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Keith Ford has taught EFL in Mexico, Spain, England, and Japan. From 1995-98 he worked at Kanda University of International Studies in Chiba where he contributed to a programme of curriculum renewal and syllabus design aimed at promoting learner autonomy within a classroom-based framework. He currently teaches at Waseda University, Toyo Giwa University, and Tokyo Women's Christian University.

Katharine Isbell is an Assistant Professor of Comparative Culture at Miyazaki International College. Her primary responsibilities are to develop and teach English adjunct sections to university courses. She has been instrumental in the design of a number of courses including Applied Information Science, Applied Information Science and Environmental Issues, and Art and Environmental Issues.

岸江信介: 愛知大学文学部文学科国文学専攻卒。宮崎国際大学比較文化学部助教授（日本語表現担当）を経て、現在、徳島大学総合科学部助教授（国語学担当）。専攻分野は方言学、社会言語学。西日本各地の方言調査に根ざした言語研究を行っている。同時に国語教育にも長年携わってきたが、近年、ディベートを国語教育に取り入れようと試みている。主要論文に「昭和における大阪市方言の動態」（『国語学』第163号）、「京阪方言の親愛表現構造の枠組み」（『日本語科学』第3号）ほか。

AUTHORS, cont'd on p. 18.

The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

Note: TLT follows the recommendation of the Japan style sheet *that Japanese names be given in traditional order, surname first. This convention is occasionally reversed, at the author's request. For more information, see* Japan style sheet: The SWET guide for writers, editors, and translators *(pp. 33-36). Berkeley, CA: Stone Bridge Press. ISBN 1-880656-30-2.*

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An Interview on Active Learning with Dr. James Eison

Katharine Isbell
Miyazaki International College

While visiting the University of South Florida (USF) in February, 1997, Katharine Isbell had the opportunity to talk to Dr. James Eison, co-author with Charles Bonwell of Active Learning: Creating Excitement in the Classroom (1991). Dr. Eison is the founding director of the Center for Teaching Enhancement, which strives to facilitate the instructional improvement of USF faculty and graduate teaching assistants. There, he works closely with instructors to promote the use of active learning instructional strategies.

You wrote in your book that many educators at the tertiary level do not have a very good understanding of the term "active learning" which you define as "anything that involves students in doing things and thinking about the things they are doing" (Bronwell and Eison, 1991, p. 2). Have you seen any change in this situation since your book came out in the early 1990s?

In my opinion, many positive and visible changes in higher education settings have begun to occur. The ERIC database now includes "active learning" as a descriptor term; a simple literature search using the two key terms of "higher education" and "active learning" identifies over 700 articles published since 1988. More and more campuses in the U.S. are sponsoring faculty development workshops on active learning. Increasing numbers of faculty have come to recognize that listening to instructors' lectures will not help students achieve fundamental liberal arts goals such as learning to communicate skillfully in written and oral forms, engaging in critical and creative thinking, making informed value-decisions, and behaving in ethical ways. In addition, over the past decade, an increasing number of campuses have begun significant initiatives to involve students in such things as collaborative, cooperative, or team learning projects, learning communities, service learning, or internship experiences.

How can teachers who are unfamiliar with active learning begin using it?

First, I'd remind teachers that the term "active learning" refers not to merely one thing, but rather to all instructional strategies that involve students in doing things and thinking about the things they are doing. Active learning embraces a wide range of instructional activities that students can do either individually or in groups. Further, these activities can be done either during class time or at home. These two dimensions provide teachers with a large mix of different instructional possibilities to choose from.

I personally recommend that teachers begin with what Chuck [Charles Bonwell] and I have described in our book as "low risk" active learning activities. Low risk activities are: (a) relatively brief—they do not require too much class time; (b) clearly structured—the tasks are well defined and described in writing; (c) involve course content that is relatively familiar and concrete—students commonly have greater difficulty working with unfamiliar and abstract course material; and (d) familiar to students or which students have been given adequate opportunities to learn—students get better at using active learning approaches with instruction and through practice.

Let me describe one low risk active learning strategy that teachers who primarily use lecture approaches and are unfamiliar with active learning can begin using immediately. It is called the "pause procedure" and it involves pausing for approximately two minutes on three occasions during a fifty-minute lecture, i.e., every 12 to 18 minutes. During the pauses, students work in pairs to discuss and rework their notes without instructor-student interaction. This procedure has been shown to significantly improve students' short term and long term retention; in one study the mean score comparison between the pause procedure treatment group and a control group was large enough to equal two letter grades (Ruhl, Hughes, & Schloss, 1987).

Does active learning require more work for the teacher?

The use of active learning strategies requires a somewhat different type of course planning and preparation. Instead of asking, "What important information should I cover in today's class?," active learning practitioners are more likely to ask themselves in pre-class preparation: (1) "What knowledge, skills, and attitudes do I want students to examine and employ?"; (2) "What exercises or assignments can I have students complete to demonstrate their understanding of, skills with, and beliefs about important course content?"; and (3) "What instructional materials might I prepare to help maximize student effectiveness and efficiency in achieving these important learning outcomes?"

What are the students' responsibilities in an active learning environment?

In "Seven Principles of Good Practice in Undergraduate Education," Arthur Chickering and Zelda Gamson assert

> Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves. (1987, p. 3)

This perspective suggests the following set of responsibilities for both instructors and students. Faculty might be expected to: (a) create a classroom climate that is conducive to and supportive of students' efforts to engage in active learning; (b) design challenging instructional activities that actively involve and engage students in learning course content; and (c) provide detailed supportive and corrective feedback to students about their progress and accomplishments. Students in an active learning environment might be expected to: (a) prepare course assignments in advance of class sessions; (b) attend class sessions regularly and participate actively; and (c) when possible, offer detailed supportive and corrective feedback to faculty about ways to make learning more effective and efficient. Both faculty and students should be willing to take risks as they collaboratively explore this alternative way to approach teaching and learning.

How do students benefit from active learning?

Active learning instructional approaches place greater emphasis on developing student skills than on instructors transmitting information. Students will be more likely to engage in higher order thinking (analysis, synthesis, evaluation), and problem solving and student motivation will increase. In addition, students can explore their own attitudes and values.

Can active learning principles be applied to large classes of 60 or over?

While some active learning strategies are clearly less appropriate for and less effective in large classes, a large number of low risk active learning strategies can be highly effective in large classes. For example, "Think-Pair-Share" (Olsen & Kagen, 1992) is a brief collaborative learning strategy that can be used in very large classes to encourage students to be reflective about course content, to foster higher-order thinking skills and to stimulate both small and large group discussion. A Think-Pair-Share exercise often begins with information that is initially provided to students through a reading assignment, a short lecture, or a videotape. The instructor poses a question and provides a few minutes for students to privately reflect about the question and to note their response in writing. Students then turn to a partner and share their responses. This can end the sharing or the pair may turn to another pair and share again in groups of four. The instructor may select some pairs to share their responses with the whole class.

There are dozens of published articles that describe other types of active learning strategies, including discussion techniques, writing activities, informal small group work, role plays, and demonstrations in even the largest of classes.

Can the same amount of material be covered in a course using active learning techniques as compared to one using "traditional" methods?

Faculty who regularly use active learning strategies typically find other ways to ensure that students learn and master assigned course content. For example, one can readily focus, direct, and monitor student learning of important course content through the use of frequent at-home reading and writing assignments and through the use of well-designed periodic classroom examinations. Then, instead of using class time to present an oral version of class text, active learning advocates use class time to engage students in further exploration of course content by providing unique and valuable experiences that can only occur when the instructor and students are assembled together as a group.

Japanese high school teachers have to teach to a national curriculum where a certain amount of material needs to be covered. Do you think it is possible to use active learning in this situation?

Whether there is a nationally prescribed curriculum or an instructor- or department-defined curriculum, active learning strategies are best viewed as a large repertoire of instructional strategies to maximize student learning and success. In my experience, the implied incompatibility of "covering course content" vs. "actively involving students" is simply not valid. As Alexander Astin (1985) has noted, "Students learn by becoming involved . . . . Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience" (pp. 133-134). Thus, we should anticipate that increased time and energy devoted to the completion of well-designed course activities and assignments will give rise to increased levels of student achievement.

Japanese education is notorious for lectures and student silence. However, the Ministry of Education has stated through its Curriculum Council that beginning in 2003, teachers will be expected to change their methods of instruction to become more experience- and activity-based. Nurturing self learning and the ability to think as an individual will be emphasized. In practical terms, how would you advise them to proceed? What kinds of processes need to be in place for this goal to be realized?

Reading selectively within the resources that exist is an excellent place for many faculty to start. In addition, highly effective faculty development workshops on this topic are created when a workshop facilitator skillfully demonstrates and models ways to maximize participant learning through the use of active learning strategies. I have described in greater length my thoughts on how this goal can be realized (Eison, Janzow, and Bonwell, 1990). I personally have been involved in facilitating programs and I know from post-workshop participant feedback that such events can make powerful contributions to a faculty member's ongoing development as a classroom instructor. Depending upon setting and context, these programs have varied in scope and length

EISON, cont'd on p. 9.

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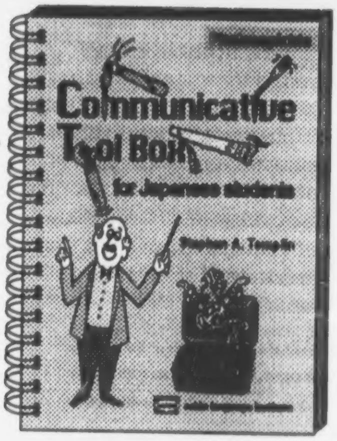

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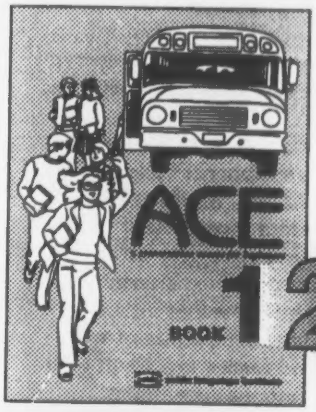

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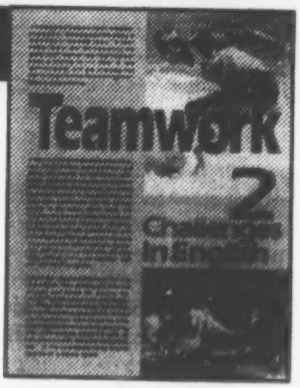

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The Living Abroad Interview: An Encounter Project for Fostering Learner Independence

Keith Ford
Waseda University

A new theme-based programme of study designed for intermediate-level freshman English majors at Kanda University has as its core a project-learning framework similar to that outlined by Legutke and Thomas (1991). Each theme-cycle consists of three stages: (1) input —topic orientation; (2) project—research, data collection, analysis, and presentation; and (3) reflection—evaluation and self-assessment. The programme requires high levels of active participation, cooperation, and negotiation as learners collect and analyze data, and give feedback to their peers in the form of a presentation. This process engages learners in real-world management tasks, interdependent and interactive language learning, self and peer assessment, and making choices about content and language within the parameters of a particular theme. In this way the overall programme goal of developing learners' communicative competency (Ford & Torpey, 1998) is supported. This paper will describe one theme-cycle: the Living Abroad Interview Project.

The Living Abroad Interview Project

The Living Abroad Interview Project is an example of an *encounter project* in that it "involves face-to-face encounters with speakers of the target language, while the preparation and making sense of data collected is firmly embedded in the classroom" (Legutke & Thomas, 1991, p. 161). An encounter project has the following features indicative of active learning:

1. It takes learning beyond the classroom.
2. It raises learners' awareness of the importance of process in language learning, and extends their procedural and organizational skills.
3. Learners make decisions and carry out plans while using the instructor as a source of advice and guidance.
4. It requires the pragmatic use of language for carrying out real-world tasks such as arranging interview times and negotiating the use of resources with their instructor.
5. Awareness-raising, exploration, and self-discovery in language development are given precedence over teacher explanation following the Observe-Hypothesize-Experiment paradigm (e.g., Lewis, 1993), rather than a traditional teacher-directed Present-Practise-Produce paradigm in which the teacher gives explicit instruction and controls class pace and content.

Overview and Goals of the Project

The students, in classes of approximately 30, meet for 90 minutes four times a week. Each theme-cycle requires 12-16 class periods to complete. Students receive a handout outlining the project requirements (see Appendix). In groups of three, they arrange, conduct, record, and later transcribe a 15-minute interview with a native or bilingual speaker of English about the speaker's experiences outside their native country. Learners are encouraged to find interviewees outside the university environment. Though the project is described as an interview, it is hoped that the encounter will be conversational and interactive in nature rather than simply a question and answer session.

The main objectives are for students to gain insights into the potential difficulties of adapting to a different culture, to increase awareness of what cultural stereotyping is, and to collate information that might help students live abroad in the future. Analyzing the transcription is expected to improve students' ability to understand spontaneous native-speaker discourse, with its hesitation markers, fillers, false starts, and occasional grammatical slips.

Stages of the Project

Input stage: Prior to the first class, learners are assigned reading homework and vocabulary preparation which highlight some of the key issues related to living abroad. The six classes that make up the input stage are as follows:

1. Discussion and vocabulary. This class focuses on promoting discussion in small groups about living abroad, homestay experiences, cultural differences, gaffes, and stereotypes. The students are encouraged to use the vocabulary from their reading preparation (i.e., *culture shock, first impressions, homesick, host country, appropriate behaviour*, and *social customs*).

目標言語が学習者にとって外国語である状況で行う海外生活インタビューというエンカウンター・プロジェクトを紹介する。学習者は、目標言語の母語話者とのインタビューを準備し、実行するためにクラス以外で目標言語を使わなければならない。まず、このプロジェクトの論理的根拠として積極的学習の一般原理を概略する。つぎに、いくつかの目標を設定し、それらをこのプロジェクトの各段階（インプット、プロジェクト、反省）と関連づける。最後に、プロジェクト学習が学習者のコミュニケーション能力を向上し、学習者の自立や相互依存を促すということを述べる。

2. Listening. A five-minute tape of five native speakers responding to the question, *"What advice can you give us for travelling or living abroad?"* taken from tapes made by students from previous years is played. Learners working in groups of three answer comprehension questions, discuss and evaluate the advice given, and then choose one of the responses to transcribe. The students analyse the transcription for examples of native speaker discourse fillers and hesitation markers such as *well, err, let me see,* and *I guess.*
3. Split video viewing. Half of the class watches a video interview about an Australian teacher's experience of living in Papua New Guinea while the other half watches an interview of an American teacher's experience of living in Indonesia. These interviews were also from a previous year. The students analyse the model interviews for both content and for positive examples of the interviewer's skill in maintaining conversational interaction, asking appropriate follow-up questions, and giving appropriate responses and supportive comments such as *Really?* and *I see.* After viewing the videos, the two groups come back together and work in pairs comparing the interviewees' experiences.
4. Dictogloss. A grammar dictation, using Wajnryb's (1990) dictogloss format, about a foreigner's first impressions and culture shock on arriving in Japan for the first time is given.
5. Reading and Values Clarification - Learners discuss and evaluate the appropriacy of a set of questions taken from Whitsell (1989) which Japanese students are known typically to ask including "Can you use chopsticks?", "What are you doing here?", and "When are you going home?" With teacher guidance, the learners conclude that while such questions might be appropriate for tourists, they are not appropriate for foreigners who reside in Japan.
6. Review. This class period is for completing supplementary reading tasks about experiences of Japanese people living abroad and any unfinished class work. The instructor summarises the main points covered during the input stage and clarifies the project stage requirements.

Project stage: Students spend one class working in their interview groups preparing interview questions and determining the logistics (time, place, and subject) of the interview. They have a deadline of four weeks to conduct and record the interview. The students use small hand-held tape recorders with built-in microphones to record the interviews, many taking place off campus. During this time, work on a different theme-cycle begins.

With the completion of the four-week interview period, learners have two classes in which to prepare the feedback session. First, they select a three- to four-minute section of their interview to use as the basis for their presentation. The instructor assists learners by explaining difficult linguistic structures and vocabulary items, checking the accuracy of transcripts, and offering criteria (interest level, language used, and variety of input to peers, for example) to help students make their selections. Then, students transcribe this section, write a summary of the rest of the interview, identify and check new vocabulary, and prepare listening comprehension questions to ask their peers. The feedback classes (as well as all listening activities) are held in a classroom equipped with ten portable tape recorders and thirty headphone sets. Listening activities are done interactively in groups of three.

In the feedback session (two class periods), learners form groups of three with classmates who have conducted different interviews. Each learner in the group has about 25 minutes to make a presentation to the other two students (see Appendix for details). Each group of three concludes the feedback session with a short discussion about their feelings and experiences about the project. The whole process is repeated with different partners in the second feedback class. Therefore, each participant listens to four different interviews and presents twice.

In the past, a variety of input and interviewee experiences have been presented. In addition to advice for living abroad and aspects of culture shock, feedback topics have included first impressions, embarrassing incidents, expectations, stereotypical images, prejudice and discrimination, experiences in the workplace, and strategies for language learning.

As a homework task, learners exchange tapes with classmates and listen to the interviews they did not have a chance to hear during the feedback classes. They write comments on the quality of the interviews as part of an ongoing listening diary assignment (based on Fujiwara, 1990, p. 208). For this assignment, learners keep a weekly record throughout the semester noting dates, times, content, and vocabulary learned for all audio/video activities done outside of class.

Reflection stage: In the final reflection stage of the project (one class and assigned homework), learners evaluate their preparation and feedback performances. In particular, they focus on how appropriate the interview questions were, the kind of information collected, the quality of the interaction, and how well they managed to conduct a conversational style interview. Learners then complete a self-assessment sheet for both the process and product aspects of the project, commenting on group and individual contributions. The instructor also evaluates learners using the same criteria.

The input and orientation materials are evaluated on the basis of how well the materials raised the learners' awareness about stereotyping and cultural differences, and on the usefulness of the materials in helping the students to prepare for the interview. Finally, in learner diaries, the students summarise what they learned from the project, in terms of both content and language.

Conclusion

Many Japanese students come to university from an educational background which has trained them to be passive recipients of knowledge transmitted by the teacher. However, educators can encourage learners to take a more active and independent role in developing their language skills. The Living Abroad Interview Project is designed with this in mind. By involving learners in the decision-making process, they became both researchers and peer teachers.

Giving learners the opportunity and responsibility of contributing to the class proves to be a major factor in generating high levels of motivation, participation, and communication in the language classroom. Project learning should continue to be an option for fostering the development of learners' communicative proficiency.

Appendix: Project Outline

Living Abroad—The Interview Project

1. Main Requirements

- you need to arrange an interview with a native (or bilingual) speaker of English who has experience living abroad
- your interview should be about 15 minutes long
- you need to record it on audio tape

2. Preparation and Interview

- thoroughly prepare the questions and check them with your teacher
- make sure you have enough questions to last 15 minutes
- get used to using any equipment before the interview
- tell your teacher when you know the time of the interview and book the necessary equipment: hand-held tape recorder, microphone, etc.
- when you arrange the interview you should make the purpose of the interview very clear, and you should explain that you need to record it
- during the interview, try to respond naturally to the interviewee's answers and make it into a conversation when appropriate - it should not be simply a question/answer format

3. Analysis of Recording

- try to understand everything that was said by your interviewee and get your teacher to help you if necessary
- select a 3-4 minute section of your recorded interview to present to a small group of classmates
- transcribe this section, get your teacher to check it, and then type it
- give your teacher a copy of the completed transcript, and a copy of your tape
- prepare some questions and exercises for your classmates based on the content of your 3-4 minute section

4. Feedback Classes

For the feedback classes each person will need the following:

- 6 typed copies of your transcript
- 1 copy of your 3-4 minute tape (A tape to tape recorder is available in my office)
- 1 copy of notes for giving a 2 minute summary (not to be read)

Each person in the feedback group should (for a total of about 25 mins each):

1. Give a short summary about who they interviewed and what they told you, but do not tell them about the content of the 3-4 min section;
2. Present your classmates with any difficult vocabulary used in the 3-4 min section;
3. Dictate 4 or 5 comprehension questions (including multiple choice and True/False);
4. Play the tape twice and then ask the questions and discuss the interview with your partners;
5. Have a concluding conversation about your feelings and experiences of arranging and doing the interview;
6. Hand out transcripts and play the tape again (if you have time).

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EISON, cont'd from p. 5.

from 90 minutes to ten days; the longer the time frame, the greater the level of faculty change and transformation one might expect.

Dr. Eison concluded the interview by stressing that active learning does not equal group learning or group grades. Active learning activities must include a way to measure individual accountability. He also cautioned that students must be taught how to work in groups. Instructors using group activities for the first time are often not successful because they fail to take this into consideration. And finally, he urged all teachers to try active learning strategies in their classes, claiming that a successful experience will convince them to use these strategies more frequently.

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Miles A. Craven

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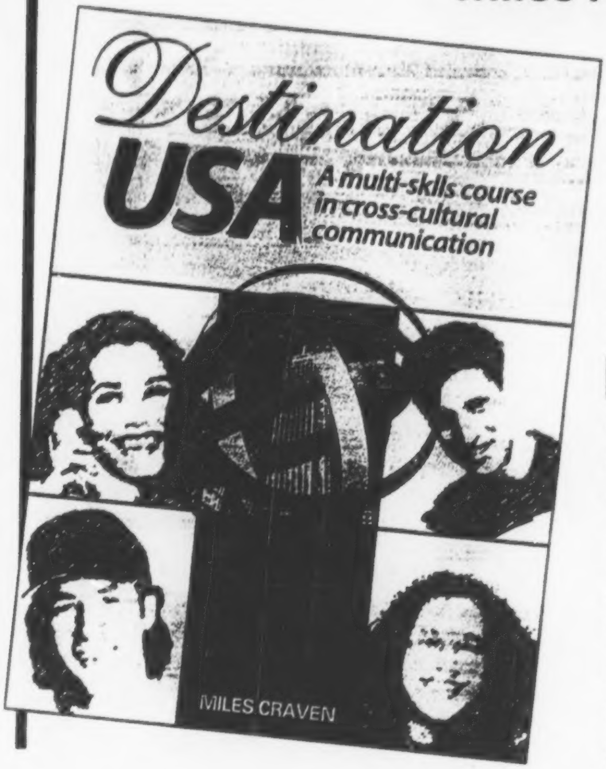

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Transforming the Cultural Studies Curriculum in Partnership with Students

Miho Kitsukawa, Cheiron McMahill,
Mami Nakamura, Akemi Sato,
Shizue Shimizu, & Reiko Tagohka
Gunma Prefectural Women's University

Introduction (Instructor: Cheiron McMahill)
This article describes the challenges of transforming a lecture course in British and American Affairs into one in which students learn about culture and ways to teach culture experientially and empathetically. The course is required for second-year students at Gunma Prefectural Women's University intending to be certified as junior high and senior high school English instructors. It is a year-long, four-credit course that meets once a week for ninety minutes. Past enrollments have been between 60-80 students.

I understand active learning to be a student-centered approach which requires the teacher to be an active facilitator of learning, constantly in touch with the students' progress, modifying the tasks, and offering guidance as needed (see Chastain, 1980; Krahnke, 1987; Nunan, 1989). My large classes make such monitoring seem logistically impossible. Although I receive feedback from students in their journal entries and end-of-year questionnaires, I wanted to include the students' participation in a more in-depth evaluation of my teaching. Drawing on participatory action research (Auerbach, 1993, 1994) and participatory curriculum development (Kerfoot, 1993), I decided to meet with a focus group of five students over a period of three months while the course was in progress.

I selected these students because they participated actively and enthusiastically in class and worked well together as a group. Two of the members were outspoken graduate students who frequently took charge as discussion leaders. We met weekly to discuss these topics about the course: their expectations, their perceptions of my goals, problems I was having, problems they were having, and possible solutions. At the same time, in order to examine active learning in other contexts, we each read and summarized two articles I had used as background in preparing the class.

I had proposed that we write an article together because I felt their reactions to active learning would be useful to other English teachers. Since they were all considering careers in English teaching, I also hoped to demystify research paper writing in English for them. We recorded our discussions on cassette tape and the students took turns transcribing and summarizing the recordings. They selected which quotes they wanted to include in the article, while I edited and wove these together, chose selections from their class work as examples, added the introduction and wrote up the reference list. We then met several times to revise this article together. The following is our joint reflection about the course including what facilitated and hindered active engagement and critical thinking, written from the students' perspective.

Benefits of Active Learning (Students: Miho Kitsukawa, Mami Nakamura, Akemi Sato, Shizue Shimizu, and Reiko Tagohka)
We expected that British and American Affairs would be taught lecture style. In addition, the title of the class suggested that the lecturer would give us information on sociological aspects of only the United States and Britain, such as history, geography, and culture. Some students were naturally attracted to such themes as we are English literature majors. However, we found the class was completely different from what we expected, because we were asked to put ourselves in the place of others and not only think about issues, but try to empathize with others.

First, we were shocked when the instructor introduced the topic of minority cultures with articles on how binational children and Korean people were bullied and discriminated against in Japan. We had known about Koreans in Japan from newspapers and magazines, but had never focused on how they feel. We were asked to remember any classmates from our childhoods who were handicapped, or of a different ethnic background or nationality, and to recall how they were treated by others in our school. We then role-played a conference between a binational child who refused to go to school, her teacher, and her mother. Discussing serious social problems in the context of our own lives in this way is far from the culture of young Japanese women.

Second, we were led to respond to such issues in movies we watched. In doing so, we drew not only on factual information but on emotions and metaphors. For example, we started the class with the metaphor of the "culture tree," in which the branches and roots

学習者が異文化間コミュニケーションや人権問題に積極的に取り組み始めるようにするために行うカリキュラム改編について論じる。まず、教師は、各授業についての意見や感想を述べてくれる５人の学生を募る。そして、その学生達と定期的に会い、共同学習、問題解決学習、フィールド調査、ポートフォーリオ評価など、クラスでの積極的学習を促進するために行った様々な方法についての教師と学生達の認識を比較検討する。これを通して、教師と学生達はお互いに積極的学習に対する理解を深めるのである。

represent visible culture, the trunk represents hidden culture, and the roots show the historical and environmental bases of culture (Fujiwara, 1995). We used this paradigm to illustrate and examine the conflicts between the deaf and hearing characters of Sarah and James in the movie *Children of a Lesser God*. Next, we discussed where the responsibility for communication lies between hearing and hearing-impaired people.

In the second semester, we drew on metaphors of freedom and oppression from the poetry of American women of color to analyze how Celie unlearns her internalized oppression in the movie *The Color Purple*. We were asked to respond to the movie by writing our own poems about freedom and oppression using different metaphors that had personal significance for us. We read our poems in small groups in the class, and then each group chose one poem to perform for the whole class with gestures and dance.

Third, we worked in groups to research minority cultures in Gunma, Saitama, and Tokyo based on a similar project used with Spanish language students at an American university (Robinson-Stuart and Nogon, 1996). In this project, we had to conduct and transcribe an interview with a member of a minority group in Japan, describe the interview process, and record our observations and reflections using excerpts from Donan (1997) as guidelines. We also had to create a lesson plan for teaching about that minority group in an English class when we become English instructors. We presented this lesson plan eight times to other groups in our class during a day-long poster session and lesson swap.

Although the instructor gave us contact information on various groups for this ethnographic research project, the specific focus and actual implementation were up to us. That is, we had to find members of a minority group to research, divide tasks among us, plan, carry out, and write up the research completely outside class. At first, it seemed complicated and overwhelming. Drawing on our experiences with the kinds of learning we had done in elementary school however, helped us to put the project in context. Akemi, a focus group member, observed,

> In Japanese elementary schools, it is common to do similar kinds of projects at a simpler level, such as group work, field trips, and interviews. By the time we get to junior high, though, classes change to lecture style in preparation for entrance exams.

We regret this, because working on group projects and doing research in the community gives us more chances to learn than just by listening to a lecture. We feel more involved when we are given the chance to take risks, make choices, and innovate according to our particular interests.

We understand now that the instructor is using a problem-posing approach in the class (Auerbach, 1993, 1995; Auerbach and Wallerstein, 1987). That is, she is presenting us with real and difficult problems related not only to people in foreign countries but to us here in our own university and community. As another member, Mami, deduced, "The instructor wants to change this class from being about just English cultures into worldwide culture, because now English-speaking people are increasing more and more all over the world." The instructor gives us the opportunity and tools to look, think, feel and act by ourselves to solve problems, and to express our opinions in a variety of different modes.

In this course, for example, one of the main themes is cultural relativity and the conflict between cultural rights and human rights. This theme seems abstract, but through active learning we were able to connect it to our own lives. Akemi put it this way: "I think that prejudice is deeper than politics and the economy, and that the problem of prejudice is similar throughout the world. I really think the problem is in myself." Each culture naturally emphasizes certain values over others. Value judgments give rise to conflicts, and as people from different cultures spread out more and more throughout the world, these conflicts cannot be kept at a distance.

One example from our class is the problem of female genital mutilation (FGM) which our instructor introduced through the documentary film *Warrior Marks*. People from cultures that practice FGM are now living around the world, even in Japan. Should they be allowed to continue the practice here? How should we cope with women who have already experienced FGM and who need medical care in Japan? We debated these topics heatedly and wrote letters to then Prime Minister Hashimoto expressing our opinion.

Is there no resolution for such problems? Or is there some way to get around them? The instructor showed us many conflicts in Japan and in the world, and gave us just a few examples of how to solve them, drawing on sociology, psychology, and international ethics and law (Joseph, 1996; Reardon, 1995). We were encouraged, however, to reach our own answers through deliberate discussion. Having to come up with our own solutions forced us to discuss even more earnestly.

Problems With Implementing Active Learning (Students)

We were surprised at some of the things our instructor worried about in relation to our class. For example, she was concerned about structuring and monitoring group work, how to evaluate us, and class content, all of which we were satisfied with. We were more concerned with the pace of the class, which we felt was too fast, and the amount of homework, which we felt was too much. We recommended she cut the amount of material and homework by half the next year, speak more slowly, and give us more time to take notes and work on projects in class.

It seems in general that our instructor feared that she was giving us too much freedom, but we felt the problems that came up could be solved by fine tuning

268

rather than overhauling her methods. Modeling assignments and providing clearer examples would have helped groups that were floundering. Furthermore, although it is true that some groups failed to work cooperatively, and a few members ended up doing all the work, that was also part of the learning process. Bringing up such problems for class discussion and asking students for solutions would have been a better approach than the instructor deciding who should be in groups or intervening directly in particular groups. We also didn't agree with Kinsella (1996) that the instructor needs to be sensitive to the learning styles of students when introducing group work because this was the only class in which we had to work in groups in the university, and we had many opportunities to work individually in other classes.

The instructor was also concerned about the difficulty level of the authentic materials and whether she should be using a textbook designed for EFL students instead with lots of language-related exercises. We discouraged her from switching to an EFL textbook as it would remind us too much of our English communication classes and detract from the excitement we felt at encountering the English-speaking world directly. It is important to have classes like this in which we do not learn English per se but apply the English we have already learned. Moreover, we felt the content of the class was important regardless of which language we used to interact with it. If some students needed to use Japanese to clarify the content, carry out the projects, and discuss their opinions, that was okay. They were still getting a lot out of the class.

Finally, the instructor wanted to know whether we were satisfied with the portfolio method she used for evaluating our written work and class notes (McNamara and Deane, 1995). We answered that we preferred it to a written test because it gave us the satisfaction of seeing how our opinions became clearer over the year. We also countered that it would be impossible to test the course content objectively anyway, as the whole premise of the course was that we could come up with new and creative solutions for problems that hadn't occurred to the instructor. We could have improved our written work and learned even more, however, if we had had a chance to exchange our journals and reports with our classmates and give each other feedback before turning them in.

Conclusions

Students

We expected to take it easy in British and American Affairs and listen to some interesting lectures. Instead, we spent countless hours inside and outside of class thinking and writing in our journals and planning and carrying out an ethnographic research project. Despite the extra effort however, we feel that an active learning approach was the best way to critically examine social problems in our own and other cultures. Trying a different learning style, one that we hadn't used since our childhood, also forced us to reflect on our learning in general. As Shizue noted, "Usually in my classes at this university, I do my homework and attend the class and go over it at home. It's a very passive style, I think." After taking British and American Affairs this year, we long for more variety in teaching methods and wish we had the opportunity to state our opinions more freely in other classes as well.

Why do most courses remain lectures? We can't deny that the traditionally high status of teachers in Japanese culture perpetuates this tendency in spite of our growing dissatisfaction. As Akemi complained, "I want to have more opportunities to speak in class. Instructors are friendly to us here compared to other universities, but we can't break through the hierarchical relationship between instructors and students."

Are our expectations and behavior as students also partly to blame? Our instructor asked us if we respected a teacher who didn't totally control the class. We can't speak for all students, but we at least respect teachers for helping us to learn rather than for simply being authorities. Mami put it this way: "I don't care whether the instructor controls the class or not, as long as the instructor expects a lot of us. The worst thing is when instructors underestimate our abilities to think critically and do sophisticated work." In our opinion then, more open communication and trust must be developed between instructors and students before active learning can occur.

Instructor

The approach to participatory curriculum change we have described here is limited in that it involved only five hand-picked students. However, anonymous written course evaluations, while giving each student an equal chance to voice her opinion, usually don't give instructors enough information to feel confident in making ambitious changes in course format and teaching style. Also, because of their very anonymity, questionnaires may relieve students of responsibility for giving thoughtful input. Finally, even when a student provides comments or suggestions it is impossible to follow up on them or respond to them with that student, so that the instructor may end up merely puzzled.

In contrast, the focus group students and I built up a deeper rapport and understanding of each other's concerns and needs that made it possible to discuss the course without threatening each other's egos. I can't deny that I sometimes felt very vulnerable during this process as I forced myself to listen patiently and nonjudgmentally to their discussions. In the end, however, I felt they helped me untangle certain instructional issues I had been deliberating for years.

In addition, beyond the British and American Affairs course, my understanding of the term active learning has also changed. I now think it is not something I get

TRANSFORMING, cont'd on p. 18.

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Activating Metacognition with Action Logs

Linda Woo and Tim Murphey
Nanzan University

Learner diaries have been employed by many second language acquisition researchers to investigate variables contributing to the development of language proficiency (Fujiwara, 1990; Matsumoto, 1989; Schmidt & Frota, 1986). They have also been an ideal resource for gaining insights on what goes on in the minds of learners as they write about their thinking processes. Learners evaluate tasks, their efforts in doing tasks, their progress, and the socio-affective factors that contribute to or impede their progress. While many times ostensibly done for the researcher's own interest, diaries are capable of greatly intensifying the learner's own awareness and control over learning processes.

Hobson calls metacognition the "essence of active and independent learning" (1996, p. 45). When students are encouraged to think about their own learning processes (Flauvell, 1976; Schoenfeld, 1987) by "doing things and thinking about the things they are doing" (Bonwell & Eison, 1991, p. 2), they gain more control over their learning because they become aware of the cognitive, metacognitive, and socio-affective gaps that exist in their own knowledge. This knowledge, once internalized, stimulates learners to plan for progress, making them more successful learners.

To encourage metacognition in our students, we use a learner diary called action logs (Murphey, 1993; Murphey & Woo, 1998). While action logs can be used for a number of different purposes in the classroom to enhance an active learning environment, this article will focus on the use of logs to stimulate student metacognition and its impact on affective variables. First, we will provide a rationale for a metacognitive approach with diaries as a way of encouraging autonomy in students. Then, we will look more closely at the affective impact. Finally, we will discuss how we respond to the logs and describe a newsletter we develop composed of student comments drawn from the action logs.

Metacognition Through Diary Writing

Instruction in metacognition often has students think reflectively about their learning (Hobson, 1996; Oxford, 1990). Having students write their responses regularly in diaries can deepen this process in at least four ways:

1. While doing activities during class, students usually don't have the time to reflect on how they are doing. They can do this after class in their action logs.
2. Writing slows down and consolidates inner speech (Vygotsky, 1962) and clarifies and creates more thought. The more often students do this, the more natural it becomes, and thus learners can become more metacognitively aware.
3. Doing this over time gives learners a record to see how they are changing and to further reflect and appreciate these changes and plan for more. This self-evaluating and planning are two self-regulation abilities that typify autonomous learners (Dickinson, 1987; Wenden & Rubin, 1987).
4. In our experience, the more often students reflect about their learning, the more natural this process becomes, and the more they are regularly metacognitively aware.

While writing and re-reading one's own log can greatly increase learning awareness, reading other classmates' action logs can also intensify the process. When students read others' feelings, beliefs, and strategies, they can re-evaluate their own from a new perspective. In addition, giving them classmates as models creates a collaborative and supportive environment, satisfying many affective needs in the classroom (self-esteem, acceptance or willingness to take risks and make mistakes, for example), which then allows them to focus even more of their cognitive resources on learning.

Affect and Activating Learners

In our classes, students are required to write about each class every week for homework, adhering to an entry log structure which we provide on the first day of class (Appendix A). Action logs can be used for a variety of class types and levels. We have used them for English conversation, content-based, writing, listening, and general education English classes. The students must list the activities conducted in class for the day and evaluate the activities on a scale from 1 to 5. Then they comment freely on the activities, telling us what they liked or disliked and from which activities they could or couldn't

action logsと呼ぶ学習者の日記の効用について論じる。学習者は各授業についてどこが好きでどこが嫌いか、授業から何を学んだのか学べなかったのかをaction logsに記録する。これによって学習者のクラス参加が量・質ともに向上した。まず、彼らは彼らの率直な意見がこれからの教室活動に影響を与えるという事を知って、積極的学習者になったのである。また、教室活動の記録をつけることによって彼らは自分がどのように学習しているのかを意識化したのである。なぜならもっとも効果的に学習するのを助ける方法や環境について学習者自身が考えるようになったからである。

learn. Cognitively, this helps students better retain the concepts or language points presented because they have to recall and reformulate the information again. More importantly, it helps students develop metacognition and autonomy because in order to evaluate classroom activities students must think about the circumstances and methods that help them learn most effectively. As we will demonstrate, this indirect approach for drawing out students' metacognitive processes is very effective and at the same time easily comprehensible for students to accomplish.

The following comments were taken directly from the action logs of two students enrolled in a content-based class on e-mail and WWW communication. The students commented on their ability to complete Netscape task activities with their partners, using handouts written in English.

> Student 1:
> *I really enjoyed speaking English with my partner. At first I was a bit afraid whether I could speak English all the time or not, because we had to do two things at the same time—using the computer and speaking English. When I was concentrating on the computer, I just saw the screen and any English word didn't come up. However gradually I was getting able to speak English. So I feel confident about speaking English in class.*
>
> Student 2:
> *Today whenever I talked to my partner in English, he always talked back to me in English. With him I could achieve the target English.*

We use action logs to have students think about the affective variables which contribute positively to their language learning. Research has recently emphasized the importance of socializing (Harris, 1995; Peirce, 1995), group dynamics (Dörnyei, 1997), emotional intelligence (Goldman, 1995), and the multiple intelligences of inter- and intrapersonal intelligence, i.e., the importance of understanding self and other (Gardner, 1993). The basic conclusion is that, far from being separate faculties, our thinking and emotions are intimately connected, and the socio-emotional environment plays a significant role in generating the direction, scope, and success of thought processes. Affective variables can affect how students process cognitive understanding of language by determining the amount of effort they put into learning in the first place (Gardner & MacIntyre, 1995). When students are positively motivated, they put more effort into learning. Thus, the development of facilitative attitudes and behaviors are crucial to language learning. These, too, can be effectively acquired through increasing metacognitive awareness stimulated by the students' use of action logs.

Responding to Logs

Written responses

We usually read logs weekly and respond directly to our students' comments only briefly, circling or writing short comments about the things they say that impress us. We do not give weekly grades on the action log homework so that students can feel free to write anything they want about the class and their learning. At the end of the semester, we ask students to evaluate and give themselves a grade for their effort in writing action logs. We combine this grade and their other grades from classwork, homework, and tests to calculate a final grade.

Classroom responses

Students see the bulk of our response in how we change instruction. When we make changes to something in class, we explain that students' comments about this or that have directed us to try something a new way. We may also announce that we are continuing something because of positive feedback. From this, students feel they are contributing to the class and see a return on their "investment" (Peirce, 1995), and will be motivated to invest more.

Action newsletters

Another way we respond to student feedback is through class newsletters. While reading our students' comments, we find an abundance of excellent learner behaviors and ideas from which other students could also benefit. We create newsletters to highlight these for the others. A typical class newsletter (Appendix B) is an A4 page of excerpts we have selected which describe learner behaviors or ideas we would like the other students to think about. The newsletters are particularly effective because the comments take on more meaning since they have been written by peers in the same class and, as a result, are especially personalized.

For example, one of our priorities has been to create an "English Mostly" environment in the classroom. We have found action logs and the newsletters particularly instrumental in promoting this idea. The instructional cycle that we follow consists of presenting a positive behavior, in this case speaking "English Mostly" in class. This first phase generally produces at least three or four comments from different students in their logs. We pull these comments from the logs and make a one-page newsletter. Students read the newsletter the following class; some are impressed and want to imitate their peers. The following week there are more student comments in the logs on the highlighted behavior. These are looped back into the class with another newsletter. Generally, the more positive comments they read about something, the more they begin to think, "This is something I should try." As a result, after doing this cycle for four or five weeks, most of the students in the class are commenting on, and more importantly, producing the positive behavior that was brought to their attention.

Although anonymous, the individuals whose comments are used in newsletters are pleased to see that their contributions are actually being used in class. As a result, their self-esteem and investment in the class grows. They also become more committed to the goals they have set in their action logs when they find their comments valued and made public. Other students who may have doubted the efficacy of an activity may give it a second chance when they read their classmates' positive evaluation of it. Still other students may identify with the sentiments expressed and feel more part of the group. Students are usually more believable sources for each other than their teachers and newsletters can intensify this near peer role-modeling (Murphey, 1996). The instruction cycle using action logs develops a collaborative atmosphere of praise and encouragement, creating the kind of classroom community (Sutherland, 1996) that enables active learning to take place.

Conclusion

While active learning activities like discussion, debate, role-plays, and presentations may be used in many of *TLT* readers' classrooms, we feel that these can be even more productive and conducive to learner autonomy through action logging. Needless to say, it is also an excellent form of teacher development as the teacher's own awareness of what is happening in the classroom is enriched with the multi-perspectivity provided by student comments.

The explicit goal of action logging is for students to provide regular feedback to the teacher who can then better shape instruction based on the needs of students. In turn, it also gives students a voice in the classroom and increases the quality and quantity of their involvement. Through the process of highlighting selected behaviors and ideas from the logs in newsletters, students are learning, not only from one another, but also more about each other as they share their successes, disappointments, frustrations, and goals. This develops a social climate that encourages collaborative involvement among students and may be the most important effect of action logging.

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Appendix A:

A condensed version of action log instructions we give students and a sample entry

Action Log Requirements

At the beginning of every class write your English Target. At the end of class write how much you USED. After every class, as soon as possible, write a short evaluation of the class. 1) List briefly the activities and evaluate them, and 2) comment briefly about what you **learned** and what you **liked**. Comment on those you could especially learn from, and on those you couldn't. Your feedback is needed by the teachers so that we can teach you better. We read your Action Logs and **appreciate your suggestions** and will try to use them.

Interesting scale: 1 = really boring 2 = not much 3 = OK 4 = fun 5 = very fun

Useful scale: 1 = not at all 2 = not very 3 = maybe 4 = useful 5 = very

Sample entry:

April 30 (written April 30)

English Target 75%

English Used 80% WOW!

DID	***Interesting***	***Useful***
1. listened to story	3	3
2. read passage	3	4
3. discussed passage	4	5
4. lecture	3	4
5. had quiz	2	3

Comments:

> *I didn't understand some of the points in the reading. I could read all the words because the vocabulary was not too difficult but I don't understand chunking. What is chunking?*
>
> *I enjoyed the story. There is a similar story in Japan. Do you know Momotaro? This is a famous Japanese story about a boy in a peach, too. Please tell us a story again. Sometimes you spoke too fast. Slower please! Especially in front of the whiteboard.*
>
> *My partner today was Yuki and it was fun to get to know her. She has been to America! We talked about the story. It was interesting but we didn't have time to finish all the questions. I will do them at home. We enjoyed talking to each other about other things so we didn't finish.*
>
> *We got a lot of homework, but it looks like fun. I'm looking forward to the next class. I will prepare more for quizzes. Today was our first quiz. I studied, but I only memorized the vocabulary meanings. I should read the passage again, too.*

If you have anything else that you think the teacher should know (which influences your learning) please write it.

Appendix B:

Excerpt from "Week Two Newsletter" showing comments on "English Mostly"

> *I was really glad that you mentioned speaking English. I have always wanted to speak English in workshop class. . . . I am doing so far so good. I hope to catch up with the class and speak as much as possible.*
>
> *% of English used 60% - but I want to use English %80 next class.*
>
> *I think that it is a really good idea to do something in English while we are waiting. We can have lots of chances to speak English. It is too boring just to sit and wait until the screen changes.*
>
> *Our conversation was almost %100 in English!*

TRANSFORMING, cont'd from p. 13.

students to do, but is rather a byproduct of my own active development as a teacher. My question to myself has subsequently shifted from my initial, "What's wrong with my students?" to a potentially more fruitful one: "How can I create a learning environment in which students can become active and autonomous?" I believe more than ever that this question can only be answered in partnership with students.

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Graphic Organizers for Active Learning:
GOAL for Reading and Writing

Keith Lane
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Through my work in academic EFL program I am familiar with the problems that low proficiency students face when assigned reading and writing tasks. These students devote much of their effort to lower-level processes, such as word recognition, sentence-level comprehension, grammar, and spelling. As a result, attention to higher-level cognitive tasks (global comprehension and expository writing) is limited. This imbalance appears in student written work as a lack of distinction between levels of relevance and generality, and a lack of grammatical control. In frustration, students may resort to coping strategies inappropriate to an academic setting, such as plagiarizing.

While many students may not be at the linguistic skill level necessary to make a smooth transition to academic reading and writing tasks, it is not always practical to delay instruction in the principles of these tasks (see Kinsella, 1997; Pearson, 1981). In purely pedagogic terms, the delay may be inadvisable because the general proficiency levels, performance, and motivation of the students can be improved through training which develops their critical thinking skills. How can we create a bridge that extends from student competencies to mastery over more difficult tasks?

A review of the literature indicates that graphic organizers are convenient tools for extending students' cognitive abilities by helping them comprehend, assimilate, and express ideas (Dillon & Johnson, 1998; Kinsella, 1997; Mohan, 1986; Ramos & Shachat, 1998; Short, 1994; Tang, 1997). I have also found this to be true. When teaching young adults, ESL/EFL instructors should consider making extensive use of graphic organizers in conjunction with *challenging* reading and writing tasks.

What are Graphic Organizers?

The term graphic organizers refers to a body of graphic representations of information. We may refer to them as graphs, diagrams, or illustrations; however, graphic organizers are commonly left blank for students to fill in. Figure 1, for example, is a Venn diagram. It allows students to compare two people or phenomena by writing similarities in the overlapping space and differences in the distinct spaces. This can be done as they read about and discuss assigned material. Then the diagram can be used as the basis for developing an analytical paragraph (see Short, 1994). While Venn diagrams demonstrate relationships of comparison and contrast very clearly, and can be used in many ways, they are less flexible than mind-maps (Figure 2).

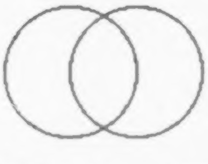

Figure 1. A Venn Diagram

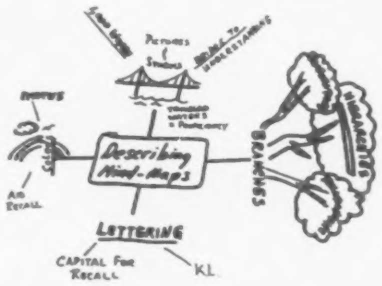

Figure 2. A Mind-map

This mind-map is about the topic of mind-maps. In preparing it, I have adopted and elaborated on information from other sources (Ramos & Shachat, 1998; Supercamp, 1987) but, as is the goal with mind-maps, individual decisions produce the actual organization of ideas. Complete sentences are not required to indicate the relationship of ideas to each other because this is demonstrated visually. As students interact with this mind-map to generate writing (Figure 3), they are involved in the recursive practice of summarizing without any interference from the source text. That is, by giving students a way to extract meaning from texts, we help them write authentically.

Mind-maps illustrate many of the common features of graphic organizers: spatial relationships, visual symbolism, non-prose language, and the use of color. In graphic organizers, these features are combined with a mental subtext without marrying them to verbatim language and linear order.

本論ではgraphic organizersの効用について論じる。graphic organizersとは情報を視覚的に表現したものを指し、グラフ、図、mind-maps、イラストなどが含まれる。それらは、教師が指示を与えたり、学習者が自分の考えを表現したりするとき助けとなる。本論では学習者がより簡潔に正しく作文するのにgraphic organizersがいかに役立つかを述べる。最初、学習者は教師の作成したgraphic organizersを使って作文をしているが、次第に自分自身で少しずつgraphic organizersを作るようになる。学習者が必要に応じて自分で独自のgraphic organizersを作り、作文をするのが最終目標である。

The Features of Mind-Maps

Mind-maps have their topic at the center, and other information is organized around it using certain features. Branches radiating from the center of a mind-map are used to identify main ideas or priority information. Secondary branches can be used for supporting information and elaborations. The purpose of the branching system is to illustrate relationships and hierarchies of ideas. Pictures and other symbols are ideal means to represent ideas in mind-maps because they can be used to further compress information, are easy to recall, and circumvent the need to have the exact words.

Colors are also very useful but often overlooked. They can be used to register emotional reactions to certain information, and this perhaps explains their tendency to aid recall. An environmental branch can be outlined in green, for instance.

Lastly, the actual lettering used can be very important. Bold, capital letters help trigger recall. Simplification into initials, especially if they form a mnemonic, is also useful. It is important to convey the importance of the short-hand nature of graphic organizers; they are generally much less convenient if whole sentences are used. Students need to gain confidence with a process in which their minds and graphic organizers are extensions of one another.

Figure 3. The Features of Mind-Maps

Why Use Graphic Organizers?

Graphic organizers help students activate higher order thinking skills (top-down processing) when reading (Jones, Pierce, & Hunter 1989; Short, 1994; Tang, 1997). Not only does this support the ease of reading, it enhances the value of reading. A difficult text is made easier and more rewarding with recognition of the structure of a text and the intention of the author. Graphic organizers provide clear frameworks that help students recognize information in texts and, therefore, read more fluently and purposefully (Mohan, 1986, p. 88). Their use activates and practices analytical processes that, over time, students may apply spontaneously when reading. When students feel successful using graphic organizers, they often adopt them as a personal learning strategy.

Graphic organizers can also support expository writing because they help break down the linear order and verbatim expressions of source materials, important skills in summary writing. Kirkland and Saunders (1991) explain that summarization is a key function for other "more complex assignments involving the incorporation of source material. . ." (p. 105). That is, well-practiced summarization skills can help learners glean the main ideas of longer readings, manage the tasks of note-taking, and choose the relevance of various arguments from multiple sources. Further, "teaching summarization skills may be the most appropriate context for training students both to superordinate and to adopt top-down processing" (Kirkland and Saunders, 1991, p. 111). They support the use of various visual devices, such as graphic organizers, to breakdown the linear and verbatim forms of information to allow greater "recursion and transformation" (p. 115). While authors (Kirkland and Saunders, 1991; Leki and Carson, 1994; 1997), acknowledge the difficulties of extensive summarization and paraphrase practice for students in pre-academic ESL environments, Pearson (1981) notes that the underlying principles of expository writing are teachable at lower language levels.

Introducing Graphic Organizers

Graphic organizers should be introduced to the class incrementally, as developing competence with them takes time and practice. Jones, Pierce, and Hunter (1989) offer some guidelines: (1) present at least one finished example of the graphic organizer to be taught; (2) walk students through the steps of creating the graphic organizer; (3) provide procedural knowledge to encourage students to view graphic organizers as more than a classroom task; and (4) encourage peer support by having students work in pairs and groups with task variations.

A mind-map could first be introduced as a classroom brainstorming activity with the teacher constructing the mind-map on the blackboard with ideas elicited from students. Initially topics should be easy, for example, "My Partner." Elicit enough suggestions to build up a mind-map that satisfies the goals for an interview. It is best to tell students that the graphic organizer works as an aid. The students need not ask about every topic, and they are free to ask additional questions. As the mind-map develops, the teacher can explain many of the lettering, symbol, wording, space, and color conventions described in Figure 3. When the students interview each other, they again interact with the mind-map. The mind-map helps them remember question topics and, as a result, they can better monitor accurate language use.

At first, students use graphic organizers that have been completed by the teacher. The point at which they become ready for more control depends partly on their language proficiencies. Jones, Pierce, and Hunter (1989) suggest that once students have learned a variety of graphic organizers, one classroom task could be to identify the appropriate graphic organizer for a given assignment. Through skimming and scanning, and reading headings, introductions and conclusions, most students should be able to identify which graphic organizer is most appropriate for the text. The next step is for the students to construct their own graphic organizers.

Using Graphic Organizers: Reporting a Field Trip

In this activity, low English proficient Japanese college students in a team-taught Introduction to History course visited a history museum with the assignment: (1) choose five exhibits of interest, (2) draw the exhibits (to serve as graphic organizers) and write any information in English or Japanese which would be important for a report, and (3) select three exhibits to write about regarding the process of change and/or the relationship of the exhibit to other events occurring in Japan or the world at the same time.

One student had copied pictures of Japanese dwellings illustrating the changes that occurred over thousands of years. The Japanese text which accompanied the exhibit hardly mentioned the substantial differences shown in the pictures of the dwellings. It described only the changing subsistence patterns of the people without reference to the houses except to say, repeatedly, that they were "homes made of straw." I encouraged the student to look at the pictures and ask questions such as "How/Why is the Yayoi house different from the Jomon house?" and "Which house would you want to live in?" As a result of the combined use of graphic organizers and a process approach to writing, the student was able to write:

> *This exhibit shows differences in homes in different periods. In the* [early] *Jomon period people made simple homes of straw and large branches, but they were very small and weak. They were hunters and often moved, so houses were temporary. Yayoi houses were also straw and wood, but they were much stronger and larger because the people were farmers and stayed in one place. The designs of Kodai Period houses were sophisticated and look warmer and larger. Perhaps they had a genkan and larger families.*

As understanding of the goal of this exercise improved, the students were able to clarify their ideas and experienced gains in grammar, rhetorical organization, spelling, and mechanics.

Using Graphic Organizers: Summarizing a Chapter

Graphic organizers were regularly used in conjunction with the course reading assignments. To accompany a complex reading assignment of several pages on human evolution, I developed an essay template (Appendix A) to help students learn the material through the process of writing a directed essay. The essay template began with an introductory paragraph in which students inserted certain key words followed by gaps for paragraphs, marked only by a topic or introductory sentence. Before the actual writing, the students orally created sentences based on information presented in a table from the reading (Appendix B). This enabled students to understand and practice the grammatical collocations of the various subject and predicate pairs in the table. Then the students were able to complete the essay template without teacher assistance.

To finish the activity, students read each other's essays. Comments to peers were predominately that their summaries were clear and original. The students agreed that verbatim inclusion from the source reading would not have made their essays better and expressed appreciation of the utility of graphic organizers.

Conclusion

Graphic organizers help wean students from dependence on verbatim text and linear order and develop their ability to collect, organize, and relate information. Using graphic organizers provides students with an opportunity to think about class materials and assignments from a higher order perspective, and that in turn assists them with word-level and sentence-level processing. Prior to this approach, the students confided that they had found their lack of writing success frustrating, and they had little practice with the issues of organization, priority, generality, and relevance because they had treated writing and reading exclusively as a coding and decoding problem. Success in the history class motivated students to begin using graphic organizers spontaneously in other classes. From the teacher's perspective, the students made great improvements during the course in all aspects of their performance: comprehension, motivation, grammar, vocabulary knowledge, expression, notetaking, and expository writing skills.

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Appendix A

The Human Family Tree

Instructions: Fill in the missing words in the first paragraph. Then do the same for the following topic sentences and finish the paragraphs using information from the table "The Human Family Tree."

GRAPHIC, cont'd on p. 27.

教科「日本語表現」を通じてのディベート教育に携わって

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Ⅰ．はじめに

宮崎国際大学が開学されて以来、4年間にわたって、筆者は「日本語表現」を担当した。当大学の教員構成は外国人教員が85％以上を占めており、「日本語表現」の授業を除くすべての授業は英語で行われるという、日本にあっては非常にユニークな大学である。大学のいわゆる公用語は英語であり、教授会をはじめ各種委員会もすべて英語で行われている。大学の教育形態はアメリカのリベラルアーツに近く、講義形式の授業をなるべく避け、少人数による対話型の授業を推進している。

対話型授業を成功させるためには学生が授業にいかに積極的に参加できるかが最も重要なポイントとなる。対話型の語学教育及び専門教育の授業を進めるに当たって、最もよく行われているのがディベートとプレゼンテーションである。授業が一方的な講義形式に流れると、学生がどの程度理解しているのか、学んだことをその都度チェックするのは難しい。また、「日本語表現」の教科では「書く」ことの指導と同時に、「話す」ことの指導が肝要であり、話す技術を向上させるには、「話す」ための実践的な指導というものが必要になる。

会話能力や論理的思考能力を伸ばすためにはディベートやプレゼンテーションの学習が最も有効であると筆者は考えている。しかし現状では、新入生の大半がこれらの経験に乏しく、論理的に意見を述べたり、話し合いや討論がほとんどできないといっても過言ではない。そこで1年生を対象にした「日本語表現１」ではその学習目標として、ディベート学習を通じて、口頭発表能力を培うことを主眼に置いてきた。

Ⅱ．ディベート学習の目的と意義

昨年度、文部省中央教育審議会・教育課程の基準改善の基本方針について（中間まとめ）ではオーラル・コミュニケーションが強調され、国語教育において、その改善の方向として、「論理的に意見を述べる力、目的や場面などに応じて適切に表現する能力の指導を充実させる」ことを強調し、その具体例として「スピーチや説明をすること、話し合いや討論をすること、手紙を書くこと、記録や報告をまとめることなどの学習活動が十分に行われるようにする」などの点が打ち出された。特に「論理的に意見を述べる力」・「スピーチや説明をすること、話し合いや討論をすること」などの箇所はまさにディベート学習の必要性を強調した部分であるとみられる。

Ⅲ．ディベート指導について

1.学習の導入部分

「日本語表現１」でこれまでに行ったディベート学習の一端を紹介することにしたい。少人数による対話型の教育においてディベート学習が最適である理由は学生一人ひとりが授業に積極的に参加できると思われるからである。

授業当初、専らディベートとは何か、ディベートの方法について学習を行う。但し、ディベートのノウハウやテクニカルタームは実際にディベートを自らやっていくうちに自然と身についていくものであるから、この段階では事細かに説明するということはしない。ディベートとは何か、まずは漠然とでも理解してもらうことの方がむしろ大事であると思われるからである。ディベート学習の導入段階が終わる頃、残り10数回分の授業においてディベートを実践しながら学ぶ方向を示し、別のクラスの学生を含めてトーナメント形式での試合を行うことを告げる。

学生の中には、毎年何人か高校時代に国語や社会の教科でディベートを学んだことがある者がいるが、これらの学生によると、確かにディベートを学んだ経験はあるものの、大半が2～3時間程度しかやっていないというのが実状のようである。

ところでディベートで最も大切であると思われるのは、論題に関わる資料の収集、いわゆるリサーチであり、これは恐らくディベートを学習する上での骨格になると確信する。すなわち、論題がいかなるものであれ、可能な限りの論題に関する情報を集めないと、ディベートは始まらないと思われる。

ディベートの論題を決めたあと、最終の試合までには約3ヶ月の時間があり、小グループ間で何回もディベートの練習を行う。主に立論スピーチ、質疑応答、反駁、まとめの練習を何度も繰り返しながら、論議を徐々に深めていくためには、その都度、新しい情報やエビデンスを蓄えること、すなわち、リサーチの重要性を強調したい。即席ディベートという形で多くの論題を扱っていくという形態の学習方法もあり得るであろうが、筆者の授業ではこの形態は採らない。なぜなら、即席ディベートではリサーチが不十分となってしまい、満足のいく学習ができないからである。岡本（1997）も指摘しているように、ディベート学習ではリサーチがどれほど大事であるか、ディベート学習の成功の如何はまさにリサーチの量に比例するものということができるかもしれない。

図書館での文献、雑誌、新聞などによる収集のほか、最近では年間のニュースをCD-ROMで検索できたり、また、インターネットによる情報収集も極めて有効である。このような情報収集活動を体験することは特に1年生にとって今後、他の教科のレポートや卒論を書く場合などあらゆるリサーチにも有効となる。図書館でのリサーチ活動はパソコンによる図書の検索方法から入る。大半の学生はその方法を知らず、全員がこれをマスターすることがまず第一歩である。リサーチ活動はクラスのいくつかのグループでほぼ同じ時期に始まるが、各グループ間でそれぞれ集めた情報をまずは提出してもらい、それらをすべてコピーし、全グループ全員に配布する。各個人とも自分が集めた情報を提供する代わりに他の者が集めた情報が得られるということになる。しかし、これは情報収集の最初の段階であり、この資料を基礎にして各自、各グループは独自の資料を収集する。

2.立論スピーチの組立てと質疑応答の練習

リサーチによって集められた資料に基づき、論題に沿った立論スピーチが作られる。通常、グループ単位による学習方法を採っ

ているが、立論スピーチは、論題に対して賛否両サイドの立場のものを一人ひとりが作ることになっている。また、出来上がった者から順に発表の機会を与え、一人ずつ全員の前で発表を行う。この段階ではディベートとまではいかないが、発表を聞いている学生から質問・意見が出され、評価できる点や改善すべき点が指摘される。当初、論題に対して賛成の立論スピーチでは、

①現状分析
②論題に関わる言葉の定義
　（その他キーワードとなる言葉の定義）
③現状における弊害の指摘と解決策
④プラン

などが整っているかどうかがチェックされる。なお、文献資料等の読了、立論スピーチの作成は授業時間内では行わず（行えずといった方が妥当かもしれない）、すべていわゆる各自のホームワークとなる。クラス全員の立論スピーチが紹介され、吟味されたあと、いよいよグループ学習に入る。グループは通常1グループ3～4名で構成され、1クラスのグループ数は4ないし5である。グループ学習では各グループ毎で先に発表した各個人の立論スピーチを賛成・反対の両サイドから再吟味し、各グループ単位で賛成・反対両方の立論スピーチ用の原稿を完成させる。グループ単位での学習活動では当然新たなリサーチが展開されることになる。公立図書館へグループ単位で出向いてリサーチを行ったり、昨年度、取り扱った「宮崎県のゴミ収集を有料化すべきである」というような性格の論題の場合には県や市町村の環境課に直接赴き、資料・情報の収集に当たることもあった。リサーチ活動はまさにディベートの本番試合が始まる前日まで続くことが多い。グループ間でのディベート練習を行うことによって更に説得力のあるアーギュメントの必要性をここで認識させなければならない。信頼性が高く、かつ自分達の主張をサポートするに充分なエビデンスの重要性が不可欠であることも、この時期、学ぶ絶好の機会である。

3.質疑応答から反駁の練習へ

グループ間で毎回何度も立論スピーチと質疑応答の練習を繰り返していくと、論点も次第に明らかになってくる。これまで口をほとんど開かなかった学生までが論議に参加してくるようになる。毎回、よく似た内容のことを繰り返すことも時には大事である。話し方が段々滑らかになっていくことにもつながる。更に積極的に取り組むためには相手グループには負けたくない、やり込められたくないという対抗心を持たせることが時には重要であろう。グループ内では役割分担が決められ、練習を重ねることによって各自の持ち分（担当分）も明らかになる。即席ディベートなどでよくみられるように、グループの中の一人か二人の発言時間がディベートの大半の時間を占めるというような現象は少なくなり、グループのメンバーは各自決められた守備に就く。まさにティームワークの形成へとつながる。

質疑応答の練習を繰り返すうちに、徐々に反駁スピーチへと移行していく。この段階に至るころになると、エビデンスの方も豊富になり、相手方の主張に対しての反駁ができるようになる。反駁スピーチでは、

①立論スピーチの争点・要点等の整理
②自分サイドの立論スピーチの補強
③相手サイドの立論への反駁
④質疑応答時において相手サイドから出された質問への回答に対する補足説明

などが基本となり、両サイド全員によって一人ずつ交互に繰り返される。交互の反駁スピーチは「咬み合う」かどうかが最も重要なポイントである。質疑応答の時にはそこそこ攻防戦が繰り広げられるが、反駁スピーチとなると、往々にして議論が咬み合わず平行線をたどることが多い。ディベートの醍醐味は両サイドがぶつかりあって如何に議論を闘わせるかであり、その点、質疑応答や反駁スピーチこそが最も火花を散らす場であるといえる。特に、反駁スピーチでは両サイドの各スピーカーが相手サイド攻撃しながら自分サイドを護り、どれだけ論議を展開できるかが見所である。ディベートを指導する上で、この部分を学習者に理解させることは難しいし、反駁の意味が学習者に理解できたとしても、反駁スピーチをこなすまでになるには相当の練習が必要になると思われる。ディベート学習者にとって、反駁スピーチが難しいと思われる理由は、

①論議の的が何であるか
②論議の的はいくつあるか
③各論議の的に対してどういう攻撃（或いは防衛）が可能か

などが要領よく述べることが求められるからである。多くのディベート学習者は当初、混乱して戸惑いをみせる場合が多い。論議の的が分かっており、自分サイドの立場からどう主張すべきかを理解している場合でも、論議の的が複数以上となったり、相手方からの要求に応えなければならないという状況に置かれると、混乱は避けられないということになるのであろう。ここで重要なのは、何度も反駁の練習を行うことは勿論のことだが、チーム内での役割分担を行っておき、各自の専門分野（例えば、論議の的となりそうなポイントを考えられる限り予想し、チーム内の各自が分担する。各自の専門分野とはその分担したところをいう）をはっきりさせておくことである。こうすることによって、反駁スピーチで混乱するということはある程度回避できると確信する。また、各自が分担することによって、準備段階から自分は何をすればよいかということが明確になり、個人の責務、すなわち、個人の攻撃（守備）範囲を明らかにできるというメリットがある。ディベートの試合にとって欠くことができないチームプレーが必要であることが自覚されなければならない。

4．ディベートのトーナメント

約2ヶ月半のディベートの準備と練習が終わりに近づく頃、いよいよディベートのトーナメント試合を行う。まさに成果発表会という形式をとる。試合当日、なるべく多くの観衆を集め、ディベート学習の成果を見てほしいと思うからである。それと各自が多くの観衆の前でディベートの試合に臨むのだという緊張感を味わってほしいという意図もある。審査員は学内の複数の教員、上級生に依頼し、司会進行やタイムキーパーも通常、上級生に担当してもらうことが多い。審査員は立論、質疑応答、反駁、まとめの各セクション毎に１０点満点で採点し、より高い得点をとったチームの勝ちとなる。予選段階で審査員は3名、決勝では5名となる。教室内での練習風景とは一転し、大教室での本番試合は予選から緊張に包まれ、これまでの練習では発言あまりしなかった学生も積極的に質疑応答に参加せざるを得ない状況に置かれる。

Ⅳ．考察および検討

一連のディベート学習を通じて、口頭発表能力や論理的に意見

を述べる力などがどの程度向上しているかを最終時点での学習成果の発表の場（トーナメント）で点検する。各チームのメンバーの役割は予め明確であり、いわば攻撃と防御のフォーメーションは各チームで描かれているはずであるから、各試合において、各人がどれだけ忠実にその役割を果たせるかが鍵となるはずである。ところが、議論での焦点が対戦するチームによっては、準備したものとは幾分異なることがあったり、論題に対して賛否を主張する理由が予想外の内容であったりした場合など、柔軟な対応ができなくなって、たちどころに議論がかみ合わなくなることがある。つまり、自分の守備範囲を越える展開になると、収拾がつかなくなり、立ち往生してしまうのである。アメリカでの銃規制の賛否を論題として掲げた折、あるチームから議論として、弾丸の規制を行うという法案を考慮すべきであるというプランが出された。その相手となったチームは銃の規制に対する反対意見の準備は十分してきたものの、弾丸の規制に関しては全く準備をしていなかった。そのため、面喰らった格好になり、弾丸の規制に対する十分な反駁ができなかった。ディベートでは、取り上げられるだろうと思われる議論を予め想定し、その線に沿って準備が行われるのだが、時には、その予想が外れることがある。こうなると、質疑応答や反駁に支障をきたし、ディベートそのものが完全に麻痺してしまうことにもなる。事実、これまでのディベート学習においてもこのような光景が多々みられた。チーム間の力量格差ということもあるかも知れないが、一方的にやりこめられてしまうケースである。口頭発表能力や論理的に意見を述べる力というのは、予め準備されたものをただ読み上げるだけということではないはずである。これらの力というのは、相手の出方や展開に応じて、どれだけ柔軟に対応ができるかということに求められるものであると思われる。ディベート学習において最も重要なねらいを、まさにこのあたりに設定してきたのであるが、短期間ではなかなか達成することが困難であった。というよりも、恐らく短期間での学習では、授業形態がいかに少人数かつ対話型の形式であれ、一定の水準まで到達するのが容易なことではないのであろう。

V．今後の課題

週一回、ほぼ計２０回にわたる「日本語表現」の授業はディベートで始まり、文字どおり、ディベートで終わる。しかし、ディベートのノウハウやテクニックを学ぶというよりも、如何に口頭での発表能力をつけさせるか、また、人前でためらわずに発言することができるかが終始ディベート学習を通じての最大の課題である。

小・中・高での、例えば、国語教育ではいかにコミュニケーションに関わる内容の指導が強調されたとしても、年間を通じてディベート一色の授業は現実には不可能であろう。しかしながら、ディベートの方法の学習のみならず、実際にディベートを行うためには徹底した学習とディベートの練習が求められることになる。いかに時間を捻出するかが問題になろうが、思い切った決断というのも必要ではないかと思われる。例えば、聞く、話す、読む、書くという言語事項はディベートを通じてすべて学ぶことができるのではないか、更に言うなら、国語科の中に現代文、現代語といった教科と同様、ディベートという教科が位置づけられていいのではないかと思われる。

一般的には、講義形式の一方通行的な授業では、学生の口頭発表の機会がほとんど持てないというのが実状である。学生の口頭での発表の機会を多くした対話型の授業は言うまでもなく、他の教科と到達目標を共有できるような授業計画が樹立されるべき必要性を痛感する。

例えば、教科の内容が異なっても、いくつかの教科でディベート学習という共通基盤のもとでの授業が展開されれば、相当な口頭発表能力や論理的に意見を述べる力が伸びるに違いない。

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Recently in Japanese language education courses beginning at junior high school, oral training is a required part of the curriculum. Often this oral practice centers around activities such as debate and speech making. I have found that Japanese students generally don't have many opportunities to make presentations and learn the ways of logical thinking throughout their twelve years of education. I chose to introduce debate in my Japanese Expression class at Miyazaki International College to help students make progress in their ability to present information with confidence and clarity, and to examine information with a critical eye. The course project described in this article focuses mainly on acquiring the proficiency of building up a logical frame of reference by supporting arguments with evidence. To learn this skill, Japanese students must be allowed a great deal of time when preparing for a debate in order to become familiar with it.

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Japanese Students as Active Learners of English Pronunciation

Veronika Makarova
The University of Edinburgh

Active learning is presently becoming one of the most influential trends in second language teaching theory. An "active learner" is defined as one who "participates frequently in classroom interaction" (Ellis, 1995, p. 511). Active learning as a teaching methodology fosters a behaviour when "learners' intellectual engagement in class is very high" (Bonwell & Sutherland, 1996, p. 4). Active learners are "not merely exposed to the language, but come to grips with it" (Lee, 1982, p. 56). They seek out learning opportunities and positively engage in language practice exercises (Naiman, Frohlich, Stern, & Todesco, 1978). Active learning techniques provide the teacher with feedback about student comprehension of materials; keep student attention focused; develop students' higher-order thinking skills; motivate students; reach a broad range of student learning styles and emphasise students' responsibility for their own learning (Bonwell, 1996). It has been demonstrated that an active learner will achieve more than a passive learner (Gardner, 1980). It has been shown that active involvement on behalf of the learner is beneficial for successful second language acquisition on the whole (Richardson, 1992), as well as for learning grammar and conversation (Smith, 1996).

There have so far been very few attempts to develop a theory and practice of active pronunciation learning (Makarova, 1997b). This paper explores the specific challenges of pronunciation teaching in Japan and suggests a few practical ways of tackling these challenges through the application of active learning techniques. It introduces a few activities aimed at enhancing students' motivation and involvement in pronunciation learning. While the approach described here was developed and tested in a Japanese university context, the activities may be applicable to a wider range of pronunciation learners.

The Challenges of Pronunciation Teaching in Japan

Several factors complicate the process of pronunciation teaching in Japan. First, the large number of students in many Japanese foreign language classes excludes the possibility of a close interaction between the teacher and the student. This is a vital point for pronunciation teaching since pronunciation errors are more resistant to auto-detection and auto-correction than other L2 errors (Makarova, 1997b).

Second, the emphasis on the written language and translation method in the Japanese school system (Ratzlaff, 1980) inhibits the improvement in pronunciation. Research indicates that students relying on the written form of language fail to pronounce individual words correctly, and artificially separate the stream of speech into individual words (Pennington, 1996).

Third, Japanese students often lack the personal initiative which is understood to be crucial to success in any learning situation (Catford, 1969; Ratzlaff, 1980).

Fourth, the abundance of English loan words in modern Japanese and *katakana* transcription of foreign words is harmful for pronunciation learning because the system for representing the sounds of borrowed words in the native language is a source of additional interference (Pennington, 1996). Japanese students relying on *katakana* transcription are hard to persuade that *biiru* or *kohii* are unintelligible to non-Japanese speakers of English.

Finally, although pronunciation is taught to Japanese high school and university students, the teaching is fragmentary, and attention is mostly given only to segmental features. Pronunciation, and suprasegmentals (stress, intonation, etc.), in particular, remain one of the most neglected areas in EFL programs in Japan (Matsui, 1998).

Advantages of an Active Learning Approach

Teachers can overcome the above-mentioned obstacles by introducing the following elements of active learning in pronunciation classes: motivating students by appealing to their emotions and artistic sense, playing active pronunciation learning games, and implementing student-produced materials.

With Japanese students, the lack of personal initiative can be compensated by the advantages of group initiative (Aoki & Smith, 1996). In addition, active learning is a powerful motivating tool. Research on using active approaches in conversation classes suggests that motivating students can help them to successfully overcome speech inhibition problems (Smith, 1996). As will be shown later with a practical example, active learning tasks can also help students to reduce their reliance on *katakana* transcription. Students can progress at their own pace and choose the means of learning best suited to them. Further, motivation of

日本の大学生への英語発音指導の問題点について論じる。英語発音指導において、学習者の積極的参加を促すことが最も効果的な手段である。本論では発音指導のためのアクティブタスクを紹介する。

281

students improves since the teacher is seen as someone who values students' opinions and trusts them.

Factors Favourable for Introducing an Active Approach into Pronunciation Teaching

There are some factors that encourage the introduction of active learning methods into pronunciation teaching in Japan. One is the fact that Japanese students have been shown to take an interest in pronunciation learning (Makarova & Ryan, 1997). Also, Japanese students have been reported to react very positively to their teachers' efforts to promote active approaches to learning in conversation classes (Aoki & Smith, 1996; Smith, 1996). We may, therefore, assume that the same strategies will also work in a pronunciation class.

The transition to active learning in pronunciation classes is made easier by the availability of materials that implicitly encourage initiative and active involvement on behalf of learners (see Bowen & Marks, 1992; Hancock, 1995).

It is advisable for teachers to use activities in which students can explore their own special skills. The next section of this paper illustrates this point with five examples from my own pronunciation classes.

Suggestions for Active Pronunciation Learning

Appeal to students' emotions

Emotional appeal can motivate students, since "at the heart of all thought and meaning and action is emotion" (Brown, 1987, p. 49). While introducing British vowels, for example, I discussed with my students vowel colours and images as described by Arthur Rimbaud in his poem "Voyelles" (Rimbaud, 1989). A translation of the French original into English is available both in prose (Rimbaud, 1986), and in verse (Ahearn, 1983). The poem describes vowels as coloured ("A black, E white, I red, U green, O blue") and tangible, having material or astral origins. The students were asked to put forward their own perceptions of British and Japanese vowel colours in comparison. They were very active in a vigorous discussion of vowel contrasts between the two languages. This colour analogy helped the students to concentrate on the differences between British and Japanese vowels.

Use students' artistic skills

Many Japanese students are skilful artists. Drawings help them memorise phonetic transcription symbols. I also encourage students to make pictures illustrating words with certain sounds, for example, a picture of a pot for <0>, a cart for <a:>, etc. The pictures are later utilised in a game of "slap." This game is played in groups. Students from one group challenge students from another group by saying the definition of a sound (For example, "The sound you have to look for is a back, half-open, lax, rounded vowel"), and the definition of the object (For example, "The object you have to look for is an animal that guards people's houses"). Students from the challenged group then look for a picture to "slap" which matches both—the sound and the object (A picture of a dog would be the answer in the above example). The student who slaps the picture has to say the word in the picture, and make a sentence with it. The game helps students actively practice sound production, perception and classification. The pictures made by students can also be used for the task of sorting and pronouncing contrasted sounds like the short and long /o/.

Use games to motivate learners

Many party and language teaching games are suitable for pronunciation teaching (Makarova, 1998). Games seem to work better and are more fun if first introduced by the teacher. For example, the class plays "phonetic hangman" (sounds of a word, not letters, are to be guessed) with the teacher's word. After that, pairs compete against each other using their own words. In organising game activities, attention should be paid to the active participation of every student.

Use student-produced materials

Various kinds of student-produced materials can be employed in class activities. Besides student-produced illustrations and games, I have also used student-produced stories. Each student individually, or in groups, makes a story with a maximum possible number of a certain sound or tone. The stories can be exchanged to practice reading or for role playing. Also students can be given home assignments to find recordings of interesting English accents.

I mentioned in the introduction that *katakana* transcription is one of the factors responsible for the sufferings of Japanese students in their struggle to speak English. After introducing the concept of phonetic transcription to students I encourage them to work with pronunciation dictionaries. They make lists of words that are similar in English and Japanese and where *katakana* pronunciation is misleading, like coffee and *kohii*, bag and *baggu*, cup and *koppu*, bike and *baiku*, and many others. The resulting lists of sometimes over twenty word pairs convince their makers of the necessity of phonetic transcription.

Introduce self-learning discovery tasks

Students can be asked to induct a rule from presented material. For example, while introducing the concept of stress I play tapes of native speakers saying polysyllabic words in English and Japanese. The words can be grouped into minimal pairs to strengthen the effect. In this activity, students are asked to concentrate on what makes the difference in English and in Japanese in word pairs like *hashi* (bridge) and *hashi* (chopsticks), *import* (verb) and *import* (noun), etc. Next I play the same words spoken with a strong foreign (Japanese and English respectively) accent. The task for students is to find the differences between stressed and unstressed syllables in English, and describe what makes a foreign accent in word prosody (phonetic means of maintaining the word unity like stress in English, or pitch accent in Japanese). Finally, students' observations are summarised into sets of distinctive features of English stress and Japanese pitch accent.

Conclusion

Students are more likely to internalise, understand, and remember material learned through active engagement in the learning process (Bonwell & Sutherland, 1996). As Otto Jespersen wrote, "The essence of language is human activity - activity on the part of one individual to make himself understood, and activity on the part of the other to understand what was in the mind of the first" (cited in Ratzlaff, 1980, p. 11). Communication in writing, which Japanese students sometimes favour in class, is not an acceptable substitute for oral communication. To be successful language users they have to become active participants in a speech act, since "languages are learnt by using them" (Lee, 1982, p. 56). The very nature of successful language usage and acquisition therefore demands active involvement and initiative.

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GRAPHIC, cont'd from p. 21.

The human family tree extends back _______________ years ago in history. Several important themes characterize human e___________n. One of these is b___________m, the ability to walk on two legs instead of four. This made larger, "brainier" heads more practical and adaptive. The greater intelligence led to the use and manufacture of _______________s and other technological advances such as employing fire. We can trace this process by examining four main stages in human evolution.

Australopithecenes appeared as early as __________ years ago. (Cont.)

About two and a half million years ago ____________. . .

Homo erectus was another improvement.

Modern man, known as homo sapiens, ______________

Homo sapiens can be very successful adapting to other climates, and this led to their distribution to nearly every corner of the Earth. Seventy thousand years ago _______

Appendix B

The Human Family Tree

(Taken from Greenfield, 1994)

7-5 mya*	**Australopithecenes** • bipedal • several species • Africa only (some disputed finds outside Africa)
2.4 mya	**Homo habilis** • tool-making • larger brain size
1.8 mya	**Homo erectus** • increased brain size • use of fire • more sophisticated tools • systematic hunting • longer period of dependence on parents • spread through Africa and Eurasia
115,000 ya	**Homo sapiens** • increased brain size; thinner rounded skull • rapid technological changes • art • language • replacement of other hominid populations • adaptation to climates throughout the globe

*mya—million years ago

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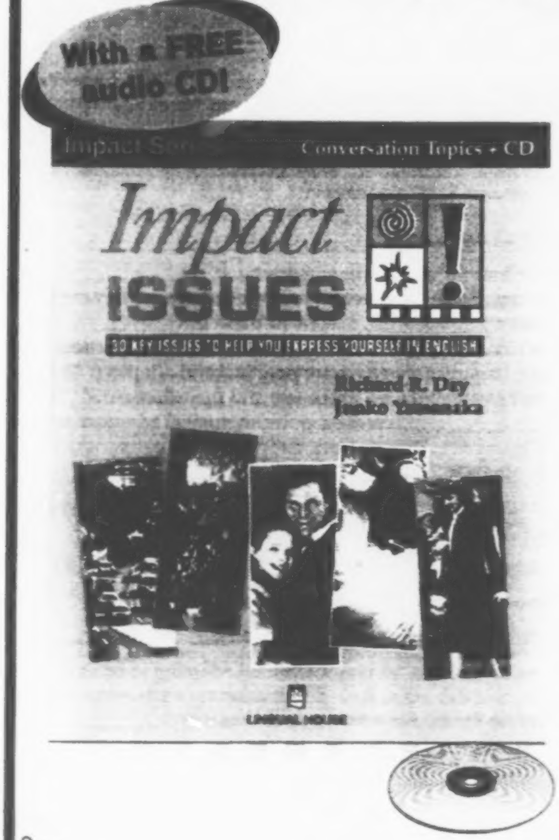

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

All JALT chapters are encouraged to submit a 900-950 word report (in English and/or Japanese) about the ongoings of their chapter. This month, Paul Doyon highlights the efforts in Gifu to form a new chapter. Also, Sugino Naoki extends a warm welcome to all in Japanese.

Gifu JALT: A Chapter in the Making

Gifu JALT is in the germination phase of becoming a budding chapter. The lifeless seed so long dormant under the cold, hard Gifu winter soil has at last begun to stir, to grow, and to sprout in the warm spring sun.

Some of you might ask, "Where is Gifu?" Gifu Prefecture is located in the central part of Honshu and is surrounded by Aichi, Shiga, Fukui, Ishikawa, Toyama, and Nagano prefectures. While the majority of Gifu Prefecture is mountainous, Gifu City, its capital, lies in the flat southern portion of the prefecture and is its largest city with a population of approximately 400,000. The beautiful Nagara River straddles Gifu City, and is famous for *ukai* or cormorant fishing. The city sits in a basin surrounded on three sides by a breath-taking view of jagged mountains. While winters are relatively mild, summers are some of the hottest in Japan. To the south lies the city of Nagoya, only a twenty minute ride on a JR express train from Gifu Station.

Gifu Prefecture has quite a number of universities and colleges (14), with most in the vicinity of Gifu City (12). Among these are Gifu University, Asahi University, and Shotoku Gakuen University, to name a few. In addition, Gifu (like many other cities in Japan) also has more than its share of language schools. While the majority of active JALT members in Gifu are from university circles, there is strong potential for recruiting future JALT members from language schools, high schools, junior high schools, and *jukus*, as well as the JET program.

At present, we, the JALT members in Gifu, become members of the Nagoya Chapter by *default*, since Nagoya is geographically the closest chapter. Now, Nagoya is a wonderful city, and the Nagoya Chapter is also a wonderful chapter. However, Gifu City is located in Gifu Prefecture and Nagoya is located in Aichi Prefecture. Making it to Nagoya chapter meetings is quite demanding for many of the Gifu City members, and even more so, for those living outside Gifu City.

I have been living in Japan now for over ten years. After my first four years of language teaching in Japan, I decided to pursue a Master of Arts in Teaching (MAT) degree in TESOL from the School for International Training (SIT) and at around the same time I also became a full-fledged member of JALT. For someone who was approaching burnout from long hours of arduous language teaching, starting a graduate program and joining JALT were like two jolts of fresh Gifu mountain air. JALT opened my eyes to the sharing of ideas and expanded my knowledge of teaching and learning. It also uncovered a multitude of new avenues for me to explore in the classroom. I became *thrilled* again about teaching. In effect, I was jolted into action by JALT.

Amazingly, no one had ever attempted to start a Gifu JALT chapter before, and so, around two years ago I decided to try. After a number of setbacks, it may finally be coming together. Along with other like-minded teachers in Gifu, I saw not only great potential for JALT to improve the quality of language teaching in the greater Gifu area, but also an opportunity for us educators in Gifu to form a more closely knit community. With the encouragement of JALT President Gene van Troyer, who also lives in Gifu, I decided to send out a mailing to all members asking them for their signatures to support its formation. Since then, I have also telephoned and e-mailed members soliciting their approval. Moreover, Bill Lee (editor of *TLT* and a professor at Gifu University) has helped by encouraging people to respond. As I write this, Gifu JALT has almost obtained the 25 signatures needed to become a forming chapter. Last year we successfully held two unofficial JALT Chapter meetings. The first discussed the formation of Gifu JALT; at the second, Bill Lee gave a highly informative presentation on *writing for publication*. Both meetings were well attended. At present, we have just secured a permanent site at Asahi University to hold our meetings. Special thanks go to Ali Haider of Asahi University for achieving this crucial step. Next in line is the procurement of a few more signatures, then the selection of officers, and finally the writing of a constitution. Following that, only our status as a chapter requires approval at JALT's next Executive Board (Ex-Bo) meeting.

While Gifu is only in the germination phase of becoming a chapter, in order for it to survive, it will have to put down strong roots deep into the soil. Dedicated teachers will have not only to cultivate strong professional connections, but also strong friendships with each other. JALT is not just what one gets out of it, but also what one puts into it.

At present, we are actively recruiting members and if you know of anyone interested in joining a great group of enthusiastic, warm, and determined teachers, please contact me, Paul Doyon, by phone, fax, or e-mail.

Wish us luck!

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ＪＡＬＴ岐阜支部では、正式な支部設立に向けて準備を進めています。現在岐阜地区の会員は名古屋支部の会員となっていますが、同地区内には朝日大学・岐阜大学等12の高等教育機関があり、相当数に上ると見込まれる会員の交流と対話を促進するためにも、同地区独自の支部設立が望まれています。既に、Doyon氏ら有志により支部設立に向けての活動が開始され、昨年度中には非公式ながら２回の支部大会も開催されています。同支部の早期成立のためにも、岐阜地区のより多くの会員の参加と、全会員のご支援を願いします。なお、同支部に関する日本語での問い合わせは杉野直樹(岐阜大学地域科学部; t/f: 058-293-3086 (w); <gwisno@cc.gifu-u.ac.jp>）まで。

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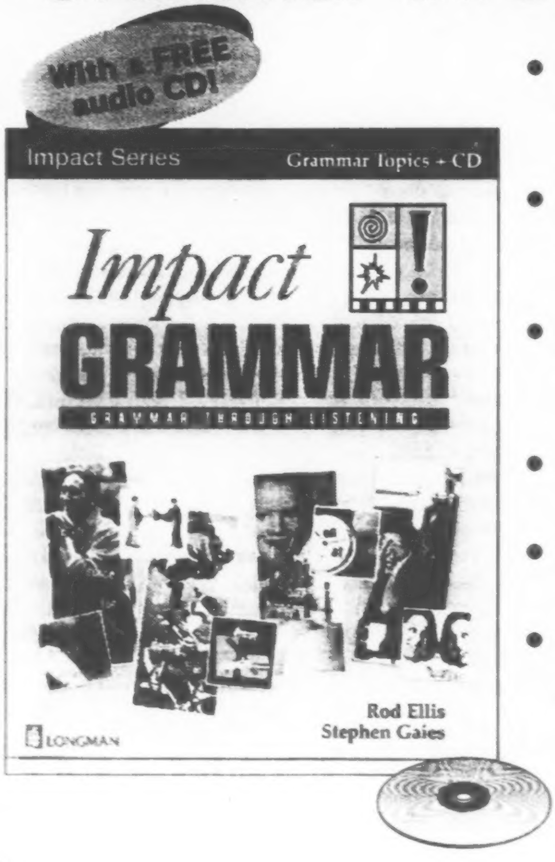
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授業内で行なう中学生のための自律的英語読書プロジェクト

堂寺　泉　東京大学大学院、元恵泉女学園中学校教諭

日本の中学校における英語の授業では、生徒が教科書以外の英語の本にふれる機会が少ない。副読本を用いている場合も、せいぜい年間1～2冊を時間をかけて精読するのが普通であろう。こうした授業ばかりを受けている生徒は、英語で読むことイコール逐語訳による精読、と思い込みやすい。また教科書の英語は「生」の英語ではなく、日本人生徒のために「加工」されたものである。まだ英語学習を始めたばかりの中学生にとっても、自分がこれまでに獲得した英語力が、そうした「生」の英語と接触するときにどの程度役に立つのか、実地に試して自らの学習状況を客観的に眺めることは重要である。この学校では従来も私立学校の特性を活かし、外国からのゲストが行事で来校した際の簡単な英会話や、外国の学校の生徒との英語文通などをそのような実地体験学習の機会として活用してきたが、これらは単発的な活動で、相手に主導権がある場合が多く、また一部の生徒しか参加できなかった。そこで、全員の生徒が自律的に関わることができ、通常の授業に継続的に組み入れやすい英語読書プロジェクトを、書きことばとしての「生」の英語にふれる機会として中学3年生を対象に計画・実施した。

プロジェクト概要

出版社のグレイデッドリーダーズを利用した個人読書プロジェクトの実施例はすでにいろいろ紹介されている。本校では、図書予算、司書の配置等において学校図書室が充実しており、絵本を中心とし、比較的新しいもの、英語文化圏以外の国を扱ったもの、生徒の興味に見合ったものなどを補充した英語図書の蓄積があった。絵本については、生徒たちが以前日本語で親しんでいたものが多く、語学力の不足する生徒にも興味を喚起できると判断し、生徒たちにこれらの本を手に取るきっかけを与えるため、図書室の蔵書を基本図書として活用することにした。生徒に最初に行なう説明では 1)読むたびに逐語訳を書きとめなくていいこと、2) 本は各自の興味により、図書室のもの、家にあるもの、人に借りたものなどから選ぶこと、3)　本の内容は、文章の量が極端に少ない絵本であってもよいが、自分にとってのその本の難易度を3段階で自己判定し、その数(1～3、数が多いほど難しい)を冊数にかけ合わせ、得られたポイント数を競うゲーム方式であること、4) 獲得数の多い者には賞品が出ること、を伝える。

配布する用紙は、ポイント数を記入する記録カード(B6版) と、「ブックレポート」用紙(B5版)の2枚である。記録カードは、マスが30並んだすごろくのようなもので、取得ポイント分のマスに色をぬるためのものである(このアイディアはトキワ松学園英語科作成の "HelpYourself: A Resource Book for English Teachers", 1991による)。「ブックレポート」用紙には以下の記入欄がある。1)　生徒のクラス、番号、氏名、2) 読んだ本の作者名、画家名、題名、出版社名、出版年、3) 読み始めと読み終わりの日付け、4) あらすじ(日本語も可)、5) 自分の最も気に入った箇所の抜き書き(英語)、6) この本が好きか嫌いか(I [ ] this book.のブランクに英語で記入させる)、またその理由(becauseに続けて短く英語で説明させる)、7) その本の難易度数とその時点での本人の累計ポイント数。用紙は授業でも随時配るが、多めに印刷したものを所定の場所に保管し、自由に持ち出せるようにする。

経過

教師はレポートを受け取るごとに各自の進み具合を記録し、時々生徒側の記録と突き合わせ、ポイント計算に正確を期す。一応最低2冊分をノルマとしたが、平均的な生徒は4～5冊読む一方で、1冊分のレポートもなかなか出せない生徒もいた。内容がよくわかるように書かれたレポートや、さし絵を描くなど、その本への愛着を感じさせるものがあった一方で、中には雑なレポートもあったが、これについては評価を避けた。むしろ、時々授業の合間に数人ずつ図書室に行かせて借り出す時間をつくったり、個人的にアドバイスするなどして、英語の本を手元に置くという経験そのものを奨励するようにした。司書教諭からは、これまで見かけなかった生徒が図書室に出入りするようになったり、英語の本の貸し出し件数が飛躍的に伸びたり、生徒同士で本の内容について話し合っていたり、といった波及効果が報告された。

口頭発表

数ヵ月間のレポート提出期間も半ばを過ぎた頃、口頭発表の予告を行なった。これは、各自が自分の読んだ中からクラスメートに推薦したい本を一冊選び、その内容を実物を示しながら英語で紹介する、というもので、いわゆる "Show and Tell" のような活動を目指したものである。発表は平常成績に組み入れることをあらかじめ知らせ、強制力を持たせた。各自が少なくとも一冊、気に入った本と出会い、その内容をきちんと理解するための努力をしてほしかったからである。結果的に、それまではとんど読んでいなかった生徒は必要に迫られ読み始め、発表の際の英語の表現について質問に来る生徒も出てくるなど、長期のプロジェクトの中だるみを防止する役割を果たした。発表する本はクラス内で重ならないよう事前に調整する。基本的には「ブックレポート」に書いた情報を中心に、少しふくらませて話す。質問を受ける時間も含め一人2～3分とし、毎回の授業の始めに3人ずつの発表をあらかじめ割り当てておく。担当の生徒は書名や登場人物の名前などを板書して発表をし、教師は聴衆側にまわって聞いた。発表者以外の生徒は、実物の本を見ることで興味を持ち、何とか内容を聞き取ろうとしていた。英語で質問が出ることもあり、席に戻った発表者に周囲の生徒が本を見せてくれるよう頼む光景がよく見られた。また発表が進むにつれて、はじめに登場人物の絵を指しながら一人ずつ紹介したり、あらかじめ開いて見せるページを決めておいたり、といった効果的な発表の方法を工夫する生徒が多くなった。この発表によって教師側も、生徒が国語の教科書で読んだ本や、日本語訳で親しんでいる本、好みのキャラクターの出ている本などについて情報を得ることができた。またこの学年にはアメリカ人の母親を持つ、英語と日本語のバイリンガルの生徒がいた。普段は聞くことがない彼女の英語に、生徒たちは真剣に聞き入っていた。生徒の感想では口頭発表が面白くためになった、というものが予想以上に多かった。

結果

平均的生徒の総ポイント数は約4ヵ月の期間で２０ポイント程であったが、60ポイント以上と飛び抜けて多い生徒も何人かいた。最後にクラスでポイント数の多い数人の生徒を表彰し、シールなどのささやかな賞品を贈った。修了後の生徒の感想は大部分(一学年161名中複数回答で累計231) が、達成感や楽しさなど、満足感を表明している。改善へむけての要望 (同19) や、自分の関わり方についての反省(同43)、負担を表明するもの (11) もあったが、プロジェクト自体を拒否するような意見はほとんどなかった。教師側の反省として

は、本の選択や口頭発表の準備においてもう少し個別に援助できればよかったが、通常授業と並行して行なっていたため余裕がなかった。しかし「生」の英語にふれるきっかけを作る、という当初の目標は十分達成できたと考えている。このプロジェクトの成果は次の3点にまとめられよう。1) 生徒全員が英語の本に接するきっかけをつくり、取捨選択の権利も与えたことにより、英語の本への抵抗感をやわらげた。また教科書にはない英語らしい表現を、ストーリーや絵などのコンテクストにおいて味わう機会を提供した。2) 英語のリーディングを、レポート提出でのライティング、口頭発表でのスピーキング／リスニングと、簡単な形ではあったが内容伝達を重視したコミュニケーション活動に結びつけ、その難しさや達成感を経験させることができた。3) 各家庭の蔵書やバイリンガル生徒という、これまで授業に組み入れにくかったリソースを有効活用できた。

以上の点はすべて通常の教科書を使った授業では達成しにくく、こうしたプロジェクトを組み合わせることによって、授業がより多面的な領域をカバーできることを確認した。

This article reports the procedure and results of an extensive reading project for 3rd year junior high students, which can be incorporated into the mainstream English lessons. The project aims to encourage the students to experience the whole process of autonomous reading, in which the learners themselves can decide books to read, time to read, and evaluate the books.

The students' duties in this project are 1) to fill in a form of book report for each book they read; 2) to save the points indicating their attainment in this project; and 3) to give a show-and-tell type of oral presentation on the book they recommend in English.

Most of the students liked this project and they read 6 to 8 books in 4 months on average, though some enthusiastic students read 20 to 30 books. Almost all of the students tried hard to give impressive presentations and also enjoyed listening to their peers' talk on other stories.

The project is found to be especially compensative for ordinary English classes at the JHS level in the following three ways: 1) English books become more accessible to students since they are reading books of their own choice, and they also had chances to appreciate authentic English within contexts of stories and pictures. 2) English reading activities were connected to writing, speaking and listening activities by the tasks of book report. 3) The project prepared a naturalistic context in which many students could make use of the hidden resources of English, that is, students' homes and a bilingual student in this case.

Encouraging Risk-Taking and Spontaneity through "Quick Write"

Bill Perry, *Miyazaki International College*
David Rehorick, *University of New Brunswick*

The importance of risk-taking in successful language learning has been well-documented (Ellis, 1986, p. 122), but too often learners are reluctant to take risks and experiment with ideas, especially in writing. Quick Write is our version of freewriting, a means of stimulating fresh ideas and of developing fluency in writing, also known variously as "rapidwrite," "ink shedding," "freewriting," "loopwriting," and "flashwriting" (see Jacobs, 1986, p.282). Quick Write activities give students an opportunity to form opinions quickly and record their ideas immediately in writing without concerns about accuracy. From our experience, we have found that this technique increases the amount of student writing and encourages students to take more risks in the writing process.

Here, we explain the Quick Write technique that we developed in a college-level, team-taught sociology class for intermediate-level students of English. Since one of the course themes was cross-cultural comparisons, we selected an article from *The Daily Yomiuri* (Karoji, 1997) about the advantages and disadvantages of sleeping on beds and futons. The article, which served as the stimulus for thinking about the cultural issue, was reduced in length and adapted somewhat for the proficiency level of our students (see Appendix). The entire Quick Write activity was completed in a single class period (approximately two hours).

Following the seven steps outlined below, this Quick Write technique can easily be adapted to a wide range of teaching situations.

1) Connecting to personal experience

First, we asked the students to clear everything from their desks except for a pen and paper—no pencils, no erasers, and no dictionaries. Once the desks were clear, each student was asked to write a personal response to two questions: (a) At home, do you sleep on a bed or futon? and (b) Which do you prefer, and why? After five minutes of writing, the students set the individual written responses aside and did not return to them until the final step in the process. The opening activity encouraged each student to reflect on and record something of personal relevance. This beginning activity provided a basis for students to assess changes in their own thinking at the end of the process.

2) Introducing the content

To stimulate the students' interest in the topic, the adapted article was read in a dramatic fashion to the entire class by one of the instructors. The students were asked to discuss the main ideas of the story in small groups. After five minutes, students from each group shared their understanding of the reading with the class.

Since students did not have access to the written text of the reading at this stage, introducing the content through a whole-class listening exercise prompted group members to talk about what they thought that they had heard and to negotiate for meaning. This procedure also reduced the pressure and anxiety that some students may have experienced when they have not had an opportunity to clarify their understanding before trying to share ideas with the rest of the class.

3) Expanding comprehension and encouraging spontaneous contributions

The adapted reading was read a second time. Students were asked to add new information to what they had understood after the first reading. To stimulate spontaneous contributions, the instructors encouraged students to guess at what they thought they might have heard. Students then received a written copy of the adapted text and had approximately 15 minutes for individual reading and further group discussion of the article.

4) Quick Write (Part 1)—Reacting to someone else's thoughts

Having established a shared context in class, the next sequence of activities helped to promote thoughtful commentaries on the content. The central goal was to encourage spontaneity and fluency in writing rather than contemplation and preoccupation with correctness of expression.

The task for each student within the groups was to react quickly in writing to another student's statement. The result was a sequence of four statements within each four-person group. We asked that the students write in pen only (no pencils and no erasers). All responses were recorded on a single worksheet that identified the group members, contained the initial prompt and had space for the group writing activities.

The prompt was "What is your reaction to the story about why it is better to sleep on a futon than on a bed?" The first student responded to the question briefly, and the other three students responded to each other in order. The result was a composite group worksheet with separate, yet thematically related responses. Most students generated a single sentence; some wrote two or three sentences.

5) Quick Write (Part 2)—Processing reactions in a group

Each worksheet was passed to another group with the instructions: a) one member of your group should read all the statements aloud; b) talk about what you've heard, and then generate one collective response to the ideas, and c) write the response on the worksheet. This feature of Quick Write promoted within-group negotiations for the meaning of what others had said as well as the need to negotiate a common response.

6) Quick Write (Part 3)—Reflecting on another group's comments

The responses were returned to the original groups for them to read and discuss. Groups were encouraged to request clarification and explanation of what the others had written.

7) Re-connecting to personal experience

Students retrieved their personal responses to whether they sleep on a bed or futon, which they prefer, and why. In this final step, they reflected on their original statements in light of the ideas generated during the activity. It also served as a comprehension check since the students indicated their current thinking in relation to the new ideas that had emerged. Using the same sheet of paper on which they had recorded their original statements, students wrote their personal reactions to what they now thought about sleeping on futons versus beds. Many students made significant changes to their original statements based on their experiences during the Quick Write activity. In all cases, the actual volume of writing had increased.

Our version of Quick Write, described in seven steps, encourages all students to think and write in English. Students began by writing about something grounded in their own personal experience. Next, they were exposed to new ideas through a text that was presented orally and discussed prior to individual reading. In steps 4 through 6 above, by interacting with each other in writing, the students gained more confidence in their ideas and in their ability to express them in writing. By the final step, the students became comfortable with the content and, at the same time, became more willing to take risks in their writing.

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Appendix

Futons vs. Beds

Adapted from an article written by Sumie Karoji
Source: *The Daily Yomiuri*, June 25, 1997

I just recently moved into a new apartment from a traditional Japanese-style house. I thought that I would take advantage of the change to try out a new way of sleeping on a North American-made bed. At first I found the bed very comfortable. I liked the flexibility of the mattress, and I didn't have to put it away every morning.

However, this feeling of comfort and satisfaction didn't last very long. Within a few months, I noticed that my shoulders were getting sore and stiff. I had trouble with my stomach and toothaches became more common. Eventually I went to a doctor because I had so many problems. They did many tests, but couldn't find anything wrong with me.

I was happy to hear that nothing was wrong, but my condition did not improve. When I got up each morning, my back ached and I felt exhausted. My legs began to feel numb in the morning. I decided to get regular massages and physical therapy to help the problem. I also started thinking about what the possible causes could be. I began to wonder if the problem was caused by my new bed.

I thought that the softness of the mattress might be the cause of the backaches. I decided to put a wooden board under the mattress and a *shikibuton* and a *kakebuton* on top. These changes in the bed seemed to help all of my problems. The pain in my back and the stiffness in my shoulders quickly disappeared. I was surprised that such small changes could make such a big difference.

Now what I sleep on is a combination of a Japanese futon and a North American-style bed. This is much more comfortable, and my health problems have ended. I have heard that many European and North American people are trying this new combination.

QUICK GUIDE
Key Words: Writing
Learner English Level: Low intermediate through advanced
Learner Maturity Level: High school through adult
Preparation Time: Varies
Activity Time: One to two hours

Active Vocabulary Review

Susan Tennant, ***Miyazaki International College***

Teachers, both novice and experienced, are sometimes surprised to find how few words and concepts students seem to retain from one lesson to the next, making review of previously learned material essential. Vocabulary/concept review is also useful to give slower students a chance to catch up, compensate for student absences, approach material from a new direction, and ensure that there is a solid base from which to launch into new materials. Review activities provide feedback to both teachers and students. They give teachers an opportunity to assess the effectiveness of their teaching and to determine problems which need to be addressed. At the same time, students are given an opportunity to assess their understanding of materials previously taught.

Word Grid 1

This is a flexible review activity that can be done with any number of words/concepts which the teacher wishes to review. It may be of particular use in content-based English instruction. I chose 36 words/concepts from a content-based course in Political Science; the topic was Pacific Rim countries.

1. Write the words selected for review in two numbered lists, List A and List B. Lists can be based on daily or weekly work or even on the work of a full term. The words in List A and List B are the same, but the order of the words is different.
2. Prepare a large numbered grid with one square for each word listed; in my case, 36 squares. Each team of students receives one copy of this grid.
3. Divide the students into groups of four. Each group of four consists of two opposing teams, Team A and Team B. Use discretion when forming the groups of four; at times it is good to pair students of mixed ability levels, while at other times it is effective to group students of similar ability together.
4. In order to model the activity to the students, on the board, draw a sample four-cell grid and write a list consisting of only four words. Using this simplified version, show students how the activity is done.
5. In each group of four students, give Team A one copy of List A and Team B one copy of List B. Give each team one copy of the number grid.
6. Play begins with Team A saying a number between 1 and 36, such as "13," and Team B reading the corresponding word from List B, which for my class was "mining." Team A must then make a sentence that shows that they clearly understand the meaning of that word within the context of what has been studied in the course. For example, Team A players might say, "There is copper mining in Chile." Team B players must listen carefully and decide whether to award 1 or 2 points for the sentence based on its appropriateness and grammatical correctness; students receive 0 points if they are not able to make any sentence. The answering team, Team A, then writes the number of points awarded in the corresponding box on their grid and cannot request that number again.
7. Team B then names a number, Team A gives the word to be used, and the play continues.

Students find this activity challenging and fun and are fair about awarding points. As the teacher moves from group to group, she can help by giving hints about words that no one remembers, or she can jot down words students have forgotten and re-teach them later. She can also write down grammatically incorrect sentences that she hears and use them later for teaching purposes.

The activity can be done at many levels. For junior high school students, the words listed can be simple ones such as "dog" and students can be expected to make sentences such as "A dog is an animal."

Whole Class Variation

This activity is also very effective as a whole class activity when run with a quiz show format. The teacher prepares a numbered list of words previously learned and at the time of the activity, draws a numbered grid on the blackboard. Students are divided into teams so that there are four or five teams in all.

One member from each team goes to the front of the class, and each representative in turn chooses a number from the grid. When the corresponding word is read aloud by the teacher, the person requesting that number has the first opportunity to use the word in a sentence, but if s/he is unable to do so, a representative of another team is allowed to attempt to answer. If no one at the front can use the word correctly, the play passes to other team members still in their seats. The team which uses the word correctly is awarded points at the teacher's discretion. After each person at the front has chosen a number, a new group of team representatives is seated at the front and the play continues. The teacher has many opportunities to clarify and reteach poorly understood words and concepts when the activity is done in this manner.

Notes

1. The idea for this activity grew from an article, "Card Games: Flexible Tools for Active Learning," by M. Sagliano in *Comparative Culture: The Journal of Miyazaki International College*, 3, 1997, pp. 12-15.

QUICK GUIDE
Key Words: Review, Vocabulary
Learner English Level: Intermediate to Advanced
Learner Maturity Level: Junior high school to adult
Preparation Time: 1 hour to create [illegible]s
Activity Time: Varies; average 30-60 minutes

Activating Content-Based Assessment

Katharine Isbell, *Miyazaki International College*

For the last few years, I have been using content-based teaching modules in my English for Academic Purposes classes. While a firm believer in using instructional strategies that promote active learning, I recently found myself slipping into the traditional "talk and chalk" lecture approach. Upon reflection, I realized that I had become fixated on the idea that the students had to master the content, and by focusing on this aspect, I was neglecting the development of the students' language and academic skills.

The following assessment activity is an attempt to integrate the two objectives, content-mastery and skills development, while at the same time, allow more student involvement in the classroom. I last used this assessment activity when I was teaching a unit on folktales and myths. The students worked with a reading on some of the more prominent *kami*, or gods, in Japanese mythology.

Materials

You will need a reading on a topic of student interest. The students work cooperatively to learn the material, so the reading should be one that can be easily divided up into sections. (See Kagan, 1989; Johnson & Johnson, 1985; and Bourman, 1989 for more information on cooperative and jigsaw learning activities.)

Pre-assessment Procedure

Since my class was small, each student had a different section of the reading. The homework assignment was for each student to read his or her section and be prepared to summarize the main points in a brief oral presentation to classmates. Students were encouraged to use their own words and not read from the paper. At the next class meeting, I stressed that all the students were responsible for all of the information, and as the students listened to each other's presentations, they took notes. After the presentations, I gave out slips of paper and asked each student to write three to five wh-questions on the information from the reading s/he covered in the presentation. As the students were writing their questions, I circulated, checking on language and content accuracy, then I collected the questions. The presentations and question writing took one class period, and at the end of the class, I gave each student the complete reading.

Here are some examples of the students' questions: "Why did *O Kuni Nushi* go to the underworld?"; "How did *Susanowo* try to kill *O Kuni Nushi*?"; "Why didn't *Tsuki Yomi* like the meal that *Uke Mochi* made?"; "What does *Daikoku* do?"; "How did the other gods and goddesses get *Amaterasu* to come out of the cave?"

Assessment Procedure

1. Divide the students into teams of four to six students. Arrange the classroom so that each team can easily work together. Each student will need the complete reading that s/he may refer to at any time except when competing as a contestant. Each team will field one contestant for each round. Place as many chairs as there are contestants near the quiz show host. The quiz show host may be either the instructor or a student.

2. Explain to the students that they will be participating in a quiz show. Team members will take turns being contestants and will try to correctly answer questions on Japanese mythology. If the contestants cannot answer a question in the allotted time, they return to their teams and the question is returned to the question pile. The team then tries to prepare for the next time the question comes up by scanning the reading for the answer.
3. Ask the first round contestants to come to the front of the class.
4. Shuffle the questions and ask the contestants the first question. A contestant should indicate if s/he knows the answer by using an agreed-upon signal. In my class, the contestant had to ring a bell; however, a contestant could simply raise her or his hand. If the contestant answers correctly, a point is awarded to that team. If none of the contestants can answer the question, they return to their teams and the question is returned to the pile. The second round contestants are asked a new question.
5. Encourage the teams to try and find the answer for unanswered questions in the reading so that they will be able to answer it when asked again later. Questions may be recycled as many times as needed until they are answered.
6. Keep the pace of the quiz show moving and give everyone more opportunity to become familiar with the content of the reading by having a short time limit for answering questions. However, consider your students' language abilities when setting the time limit.
7. Continue to go through the unanswered questions until they have all been answered, keeping score as you go. You may wish to score on both language and content accuracy.

Follow up

In order to determine individual accountability for the material, you could follow up with a short quiz or a written summary of the complete reading. Group activities could include a survey of people outside the class and their knowledge of *kami* myths, a dramatic rendition of a myth or a research project comparing Japanese myths to myths from other cultures.

References

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QUICK GUIDE

Key Words: Content-based, Assessment
Learner English Level: Low intermediate to advanced
Learner Maturity Level: High school to adult
Preparation Time: Time for students to prepare questions; usually 15 minutes
Activity Time: Varies; usually 45-60 minutes

Egg-Bombers and Other Flying Devices: Hands-on Team Project

Stephan Gilbert

Expressing opinion is one of the more vital skills our learners need to acquire. However, as many teachers have certainly experienced in the past, Japanese students are often extremely reluctant to venture their opinion in front of their peers. By designing a practical problem to be solved in small teams and letting the students negotiate among themselves the tasks to be achieved, the Egg Bomber Project generated plenty of discussion and provided many opportunities for students to express ideas. It also allowed weaker students to perform easier communicative tasks involving basic patterns often troublesome for Japanese learners. The following hands-on project was used in a class of 16 intermediate to advanced student pilots studying at the Civil Aviation College in Miyazaki Prefecture. The task was chosen as a natural extension of the students' knowledge in the field of aviation, although such knowledge is not a prerequisite for the success of this activity.

Task

The students are given one hour to build a device that will carry one egg from the third floor to the ground without breaking it. There are no design restrictions; in other words, it doesn't need to be an airplane. Parachutes, airbags and other less conventional devices are all acceptable as long as the device is in free flight (not lowered to the ground). Option: The task can be set up as a competition with points given for distance covered from launch point and condition of the egg after landing.

Objectives

Communication

1. provide opportunities to express opinions
2. problem solving in English

Grammar

1. review modal verbs (might, may, should, could)
2. practice sentence patterns with borrow/lend
3. use permissions and requests such as "May I use your scissors."

Materials

1. used cardboard boxes, of the type found in grocery stores; one for every 4 or 5 students
2. one plastic bag (big garbage bag is fine, clear plastic is preferable)
3. about 6 feet (2 meters) of light string
4. one small bottle of paper glue
5. one roll of masking tape
6. 30 office-type rubber bands or other rubber string
7. scissors, paper cutters, a few chopsticks (*waribashi*)
8. one raw egg for each team (an extra egg is a good idea as some teams may accidentally break theirs while in the "testing" phase)
9. for safety's sake, a small first aid kit

Students should bring their own pencils and rulers. Most of the items above can be found in the trash bin or borrowed from supportive colleagues, as only a small amount of each is needed for the project itself.

Preparation

Students may need practice with the use of the verbs "lend" and "borrow" before the activity. Modal verbs should also be reviewed, as well as common expressions of disagreement, according to the teacher's evaluation of the students' needs in particular areas.

The kits containing the material available to each team should be assembled prior to class. The key to the success of this activity is to ration the supplies and create a gap between each team. For example, one team may get a cardboard box but no paper cutter or tape. Another could get a clear plastic bag but no string. Team members will then have to negotiate or trade necessary supplies and to borrow the tools they need. Only the materials provided in the kit should be used; no supplies present in the classroom or in the students' possession are allowed. Beware: this activity gets really competitive and some team members desperate to win may start "removing" or "borrowing" school property!

Procedure

Ask students to form teams of 3 to 5 members. Each team is then given a handout explaining the activity. Supplies available to the students should also be set at the front of the class so that while you are explaining the activity, they can more readily visualize what you expect of them. (To avoid messy mishaps, you should make sure they understand that it is a real egg they are working with.) Allow for a question period; when you are sure that all students understand what they will be doing, distribute the kits.

In order not to influence the design process, I usually do not mention any specific devices. I do not want them to build what I think will work but rather what they themselves agree on building. Students should be given a few minutes to inspect the supplies they received and should also at this point walk around and find out what the other teams have that they may be able to use. Then, they are asked to put their ideas for a design on paper. A rough sketch will do. They can then start assembling the supplies they need to build their device, trading and borrowing from other teams.

Depending on the number of teams, sufficient time should be allocated to launch their "flying machines" and then clean up afterwards. With 16 students, we needed about 20 minutes, although 30 minutes would have been more comfortable.

Options

A small prize can be given to the winning team. I have also used light coercion in the form of a "fine" for speaking Japanese, although no money was collected. As I circulate around to answer questions, I keep an ear on the language being used and assess fines if appropriate; for example, each team member can put a nominal amount in the middle of their work area (say 50 yen).

Suggestions

While this is not the only activity that involves hands-on use of English, it is simple and cheap to prepare. A technical background is not necessary; anybody can come up with a few ideas to incorporate in a successful "flying machine" based on everyday life products, such as airbags, motorcycle suspensions, or parachutes.

Should teachers develop similar problem-solving, team-based activities, I would offer this advice:

1. It should not be a one-solution-only problem. There must be many ways to succeed. It is less frustrating for students if they do not have to provide the one and only perfect solution to the problem before them.

2. The task should have gaps built in. The only way to a solution should be through communication that involves negotiation (borrowing tools, trading supplies and developing a prototype for the device combining all team members' ideas and suggestions, for example).

Conclusion

There was a lot of talk generated and the ingenuity of the devices produced always surprised me. The students loved this kind of activity as it allowed them to use their English to create something concrete. They had to explain and defend their opinions, bargaining with other teams, all the while dealing with the excitement and worries associated with the outcome of the contest. The final test came at the end, at the "Drop Zone."

QUICK GUIDE
Key words: Speaking, learner-centered
Learner English level: Intermediate to advanced
Learner Maturity level: High school to adult
Preparation time: One hour
Activity time: 90 minutes

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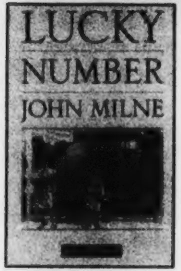
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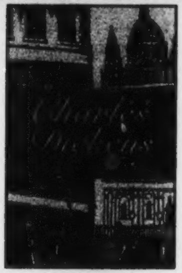
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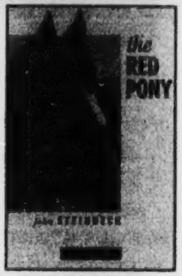
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Book Reviews

edited by katharine isbell & oda masaki

Business in Action. William Gould and Shiro Sato. Tokyo: Seibido Publishing, 1998. pp. 123. ¥2,000. ISBN 4-7919-1265-9.

As visiting professor in the Faculty of Economics at Dokkyo University part of my job is to help lay the groundwork for the teaching of Business and Economics in English. I chose *Business in Action* (*BIA*) because it teaches general business terminology and economic concepts. I also chose it for its attractive layout which includes many sidebars, illustrations, and captions. Now that I have completed a course using the book, I can report that I was not disappointed with my selection.

Four American corporations are introduced: McDonald's, Ford, Coca-Cola, and Boeing. In the brief introduction the importance of each company is stated. For example, "Every day about 2.5 million passengers travel on aircraft manufactured by The Boeing Company" (p. 82). Then the story of each company is told, by first focusing on the founder(s). Such an approach, besides being inherently interesting, gives the chapters a human touch. The historical context of each company's origin and the circumstances which have influenced its growth are described as well. For example, it is noted that Coca-Cola got a huge boost in the 1920s from Prohibition. This personal and chronological approach helps students see that business success stories are the products of individual genius and favorable conditions.

The four companies are presented more as global operations than strictly American enterprises. Moreover, the main competitors to each company are described; thus the readers do not feel that they are reading advertisements. Besides information about each company in the main text, the blue sidebars and numerous graphics give additional facts and figures, and these are often in tabular form as is common in business and economic publications.

I find the readings to be genuinely interesting and my students appeared to enjoy reading in English about companies they have some familiarity with. Given this familiarity, it is easy to make planned asides to cultural topics and to launch discussions. The prominence of the companies means that there is no lack of articles in the printed press and on the WWW which can be used as supplements. For example, the President of Ford Motor Company visited Japan while I was using *BIA*. To help my students, I compiled a list of WWW articles for each chapter which can be viewed at (http://www2.dokkyo.ac.jp/~clec0002/reading.html).

Each chapter is about 20 pages long. My students could get through about 10 pages per 90-minute class period, but a colleague using *BIA* went at a slower pace. My technique was first to field questions from the students over each assigned portion. This usually took up little class time because most of my students were reticent. I then queried them orally using a mix of detail and global comprehension questions. I added my own explanations of terms and concepts. In most cases I was not making up for deficiencies in *BIA*, rather I was attempting to extend the range of the textbook material to other contexts. To liven things up a bit during our work with the Coke chapter, I conducted a blind taste test of three colas. This sparked some discussion of beverages in general. My probing about Japanese car preferences in conjunction with the Ford chapter was another move that got students talking.

A feature I greatly appreciate about *BIA* is that while its style is simplified for the benefit of the non native speaker audience, the content is not simplistic. Sophomore students at this university are beginning their business and economics studies in earnest, so by using *BIA* they were meeting some of the same content in English that they were getting in other classes in Japanese. In this connection the yellow sidebars/panels are of special note because it is in them that the business terms and ideas are explained. This is done iteratively, but not repetitively. For example, *competition* is explained in each chapter (pages 25, 45, 78, 79, and 87) and each installment takes a slightly different angle.

For me *BIA* has no serious drawbacks, but I will point out a few things which may be of concern to other instructors. The glossary is in Japanese. It is generally good, but there are a few omissions and I have had to supplement some of the entries. For example, "venue" on page 21 is translated as *basho* in the glossary. This is inadequate at the least and potentially very misleading. There is no gloss for "*striking*" on page 40. British spelling is used throughout the book (e.g. kerbside, labour) and numerous British terms appear: high days (p. 21), death duties (p. 57) and off-licenses (p. 66). There are no end-of-chapter comprehension questions nor is there a teacher's guide. This lack of pedagogical aids may be a problem for instructors with a heavy teaching load.

Instructors who are looking for a high-beginner to low-intermediate level reading textbook for introductory business English should seriously consider *Business in Action*. Those who use books as springboards to other activities will certainly find it to be a useful tool.

Reviewed by Warren B. Roby, Ph.D., Dokkyo University

Thailand: A Handbook of Intercultural Communication. Kerry O'Sullivan and Songphorn Tajaroensuk. Sydney: National Centre for English Language Teaching and Research Macquarie University, 1997. Pp. ix + 107. $26.35 (AUD). ISBN-1-86408-219-4.

Tidily organized into eleven topic-specific chapters, *Thailand: A Handbook of Intercultural Communication* begins with an overview of Thailand and the Thai people (chapters 1-5), proceeds to the Thai language and communication strategies (chapters 6-9), and concludes with chapters entitled Doing Business in Thailand and Thailand in the Future. Accessible to a variety of readers for its straightforward approach and readability, it is factually accurate and balanced in its coverage. Sidebars, graphic organizers, and chapter-end To Think About pages aid comprehension by highlighting main points and discussion topics.

Sometimes encyclopedic, sometimes advisory, *Thailand* prepares the reader for an intelligent and easy assimilation of the Thai way of life. This is accomplished through the development of geographical, historical, and cultural literacies. Geographical literacy encompasses absolute and relative location, topographical and human characteristics, interactions between Thais and their environment, and characteristics unifying Thailand with its neighbors. Historical literacy includes a chronological summary of watershed events. Cultural literacy helps the reader make sense of the human elements that have shaped Thailand. Influences from the humanities, economics, sociology, and politics are cited and related to present-day Thailand. In short, the story of Thailand is told in time and place.

These three literacies provide the foundation for an appreciation of the various dimensions of the Thai people. The authors provide valuable information for the immediate practical use of the Thai language by giving careful explanations of the sound system and the basics of grammar. Also included are speech acts such as giving and receiving compliments, offering, and inviting and guidelines on how to use the appropriate register and level of speech given one's interlocutor. One section, "Managing the Body," concisely explains the challenges and constraints posed by the face, head, hands, and feet in social interaction. Since each of us draws on different life and cultural experiences, this handbook helps fill the void where words and gestures do not carry the same meanings. Faux pas which might be committed by the untutored visitor, the most important being the improper expressions of respect for the monarchy or Thai Buddhist traditions, are covered with discreet judgment and perspicuity.

As a brief, readable, and informal supplement, *Thailand* might be incorporated into a content-based course on Thailand or into an intercultural communication program with a focus on Southeast Asia. Students of communication might use the handbook for a quick overview of the language, discourse styles, and interactional behaviors particular to Thailand before approaching other materials of an in-depth analytical perspective. Transforming the reader into an informed explorer on an adventurous expedition to a distant land, *Thailand* is a much-needed addition to the content-area generalist resources on Thailand and a must for the harried traveler who seeks a comprehensively researched introduction to the Land of Smiles.

Reviewed by Robert Baines, Meiji University and Carole Tait, Berlitz Japan, Inc.

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of May. Please contact Publishers' Reviews Copies Liaison. Materials will be held for 2 weeks before being sent to reviewers, and when requested by more than 1 reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Business

*Grant, D., & McLarty, R. (1998). *Business basics: Personal cassettes* (self study cassettes, pocket book). Oxford: Oxford University Press.

*Hollett, V. (1998). *Business objectives: Personal cassettes* (self study cassettes, pocket book). Oxford: Oxford University Press.

Children's Materials

*Macfarlane, M., & Whitney, N. (1998). *Open house: Come in* (student's, workbook, cassette). Oxford: Oxford University Press.

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*Bradley, S., Dyer, W., Hayman, J., Soars, J., & L. (1996). *Intermediate headway: Australia* (student's, teacher's, cassette). Melbourne: Oxford University Press.

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!Brown, D. (1999). *Voyages 1* (student's, workbook, teacher's, cassette). New Jersey: Prentice Hall Regents.

!Chirnen, C. (1998). *English live* (student's, teacher's, cassette). Fukuoka: Intercom Press.

!Cronin, J. (1999). *English 101* (student's). Kyoto: Artworks Int.

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!Wilson, W., & Barnard, R. (1998). *Fifty-fifty 2* (student's, teacher's, cassette). Singapore: Prentice Hall ELT.

Graded Readers

*Dean, M. (1997). *Factfiles: Flight* (stage 1). Oxford: Oxford University Press.

*Hopkins, A., & Potter, J. (1997). *Factfiles: Oxford* (stage 2). Oxford: Oxford University Press.

*Kerr, L. (1998). *Factfiles: Mission Apollo* (stage 3). Oxford: Oxford University Press.

*Vicary, T. (1997). *Factfiles: Kings and queens of Britain* (stage 1). Oxford: Oxford University Press.

*Vicary, T. (1998). *Factfiles: Ireland* (stage 2). Oxford: Oxford University Press.

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!Ardo, S. (1996). *Management English listening* (student's, cassette). Hertfordshire: Prentice Hall Phoenix ELT.

Reading

Heron, E. (1998). *Intensive care: The story of a nurse* (abridged version). Tokyo: Japanese Nursing Association Publishing.

Video

*MacAndrew, R. (1998). *Window on Britain* (activity book, video guide, video). Oxford: Oxford University Press.

*Viney, P., & K. (1998). *An English language teaching adaptation of Wallace and Gromit: The Wrong Trousers* (student's, teacher's, sample video). Oxford: Oxford University Press.

Writing

!Gabbrielli, R., & Harris, J. (1996). *Write about it, talk about it* (student's, teacher's). Fukuoka: Intercom Press.

!Rooks, G. (1999). *Share your paragraph* (student's, teacher's). New Jersey: Prentice Hall Regents.

For Teachers

*Kramsch, C. (1998). *Oxford introductions to language study: Language and culture*. Oxford: Oxford University Press.

!Lewis, P. (Ed.). (1998). *Teachers, learners, and computers: Exploring relationships in CALL*. Nagoya: JALT CALL N-SIG.

Gender Awareness in Language Education

Summerhawk, B., McMahill, C., & McDonald, D. (Eds.). (1998). *Queer Japan: Personal stories of Japanese lesbians, gays, bisexuals, and transsexuals*. Norwich: New Victoria Publishers.

JALT News

edited by thom simmons

JALT National Officer Nominations—Nominate responsible leaders to the following positions:

1. President—Coordinate and chair the Executive Board and Annual General Meetings. Direct and publicize the affairs of JALT.
2. Vice President—Share presidential responsibilities and serve as president in his/her absence. Chair the Administrative Committee.
3. Membership Chair—Oversee JALT membership records. Coordinate the formation of Chapters and SIGs. Be responsible for formulating and implementing membership policies. Facilitate membership growth and retention.
4. Recording Secretary—Record, keep, and distribute the minutes of Executive Board Meetings and Annual General Meetings.

All terms are for two years beginning January 2000. Deadline for nominations is June 21, 1999. When making nominations, please identify yourself by name (family, given in that order), chapter affiliation, and membership number. Please also include your contact information for verification. Please indicate the nominee by name (family, given) and when possible chapter affiliation and membership number. Also provide contact information for the nominee. Candidates should submit their biodata, 300 word statement of purpose in English and Japanese (when possible) and a photo. These materials and nominations may be mailed to Keith Lane, NEC Chair, 3110 Kaeda, Miyazaki-shi 889-2161. Inquiries: 0985-65-0020 (h); 0985-85-5931(w); Klane@miyazaki-mic.ac.jp. Candidates will have an opportunity to address the membership and answer questions at the Meet the Candidates Open Forum during JALT99.

NEC CHAIR Nominations—At the JALT99 Annual General Meeting, nominate a responsible member-colleague for the Nominations & Elections Committee. Voting will take place to fill the office of NEC Chair Designate during 2000, who will serve as NEC Chair during 2001. Two runners-up will complete the NEC as alternates. Further descriptions for all positions including that of the NEC Chair can be found in the Constitution and Bylaws of JALT in *The Language Teacher April Supplement: Information & Directory (of) Officers and Associate Members.*

立候補者募集—先月のJALT Newsでこの募集記事をお読みになっていない方のための2回目のアナウンスです。JALTはリーダーを必要としています。下記の役職に、自薦でも他薦でもかまいませんので、責任のあるリーダーを指名推薦して下さい。それぞれの仕事内容は：

1. 会長：役員会と年次総会で、企画推進することと議長になること、JALTの業務の指揮をとり、広めることです。
2. 副会長：会長の役割を補佐し、会長が不在の場合は会議の議長を務めることと、管理委員会で司会を務めることです。
3. 会員役員長：JALTの会員記録に目を通し、支部、SIGをとりまとめます。JALTの方針を明確にし、遂行する責任があります。会員数を増やし、それを保持していくことです。
4. 書記：役員会と年次総会での議事録をとり配布することです。任期は2000年1月から2年間です。詳しい情報は、「The Language Teacher」の4月号付録－インフォメーションと役員、準会員名簿－の学会定款と定款細則にのっておりますので、ご覧ください。

立候補の期限：1999年6月21日　推薦して下さる方は、ご自分の名前（姓、名前の順）、支部と会員番号を明記して下さい。その他、確認のため連絡先も明記してください。候補者の名前（姓、名前）と、もしおわかりになるのでしたら支部名と会員番号をお書きください。また、候補者の連絡先も明記してください。立候補者は履歴書、所信表明（300字以内の英語、もしくは英語と日本語）と写真を選挙管理委員長のKeith Lane氏まで送付して下さい。提出先：3110 Kaeda, Miyazaki-shi 889-2161もしくは<Klane@miyazaki-mic.ac.jp>。メールまたは電話（0985-65-0020自宅；0985-85-5931勤務先）でお問い合わせ下さい。候補者はJALT99の立候補者公開討論会〝Meet the Candidates Open Forum〟で所信表明し、質問に答える機会があります。

JALT99の年次総会で、自己推薦あるいは責任のある会員の方を選挙管理委員に推薦してください。2000年中に選挙管理委員長を指名する投票がおこなわれ、選出された方は2001年に選挙管理委員長としての任務をつとめます。次点になった二人の方が代理者となり選挙管理委員会を構成します。選挙管理委員会の職務は、JALTの定款と定款細則に詳しく述べられています。

会計係　デイビッド・マクマレー

役員会で1999年の会員予算目標は、正会員で3,238人、海外99人、準会員70人であることが承認されました。1999年の3月31日までに収支があうのが必要また実質的目標です。この目標に達するために、熊本支部(jtomei@kumagaku.ac.jp)は、会員と寄付の増加の運動に着手したと報告しております。準会員の数を増やすために、昨年より倍の70の申し込み用紙を送付しています。JALTの企画を支援してくださるような教育関連ビジネスの企業や組織をご存じでしたら、JALT本部のJunko Fujio <jalt@gol.com>までご連絡ください。準会員の窓口を元にもどすために、専門的マーケティングとマネジメントの援助賛同と得ています。ケンブリッジ大学出版社のJames Hursthouse氏<cupjames@twics.com>、オックスフォード大学出版社のPaul Riley 氏<105734.654@compuserve.com>と、ピアーソン　インターナショナルの Craig Zettle氏 <craig.zettle@ljkk.com>が、親切にも1999年のJALT役員会で、自ら良識のあるアドバイスをしてくださいました。Riley氏は1月30日の全国SIG、支部の会議に出席してくださり、彼とHursthouse両氏は5月15日の会議にも出席してくださるそうです。御三人共次回のＪＡＬＴの役員ニュースレター(JENL）でJALTの役員のためにアドバイスを投稿してくださいます。

The Kumamoto Prefectural University Situation—A Letter of Concern from JALT by Gene van Troyer, JALT President—On January 31, 1999 an ExBoard motion was advanced and voted into effect that JALT should send a letter of concern about the situation at Kumamoto Prectural University. The proposal was advanced by Joseph Tomei and sponsored by L. Dennis Woolbright. As JALT President this task fell upon me. The letter and JALT's policy on discrimination follows.

February 27, 1999

To Whom It May Concern:

At the direction of the Executive Board of the Japan Association for Language Teaching (JALT), I have been mandated to write a letter expressing concern about the situation at Kumamoto Prefectural University regarding the treatment of foreign teaching staff. JALT is in no position to determine the merits of the case being litigated between the foreign teachers at Kumamoto Prefectural University and the University itself. We find it highly significant, however, that the Governor of Kumamoto Prefecture was a signatory to a December 1998 statement calling for the end of discriminatory treatment of foreign faculty at Kumamoto Prefectural University. JALT's concern is not one of labor relations, but of education, professionalism, and the collegian academy in general. If faculty are being threatened with termination for no other reason than that they are non-Japanese, they are unlikely to be able to perform at peak efficiency as educators. Too much of their time will be consumed in fighting an administration that is insensitive to matters of fairness and equality.

This has an impact on the quality of education delivered to the students: time spent by the faculty defending their rights is time taken away from what would otherwise be spent attending to the students' needs. In the end, the students are denied the fullest attention to which they are entitled.

Such disputes are also a public relations disaster for the University. They make the university look mean, petty, arbitrary, and runs counter to the University's mission, which is educate. It conveys the impression that administrators are more important than faculty, the very people who actually foster learning among our youth. This does not speak well for an educational institution. JALT sincerely hopes that the dispute at Kumamoto Prefectural University will be resolved in a way that is mutually satisfactory to administration and faculty, and the University will come to see that discriminatory practices serve only to hinder, not advance the goals of sound education.

Sincerely,
Gene van Troyer
JALT National President

JALT Policy on Discrimination

"JALT is opposed to discrimination on the basis of age, gender, nationality, race, creed, religion, or country of origin."

Clearly, as an organization of language teachers, the primary focus of this policy is on those circumstances that affect the members of our profession. The issue under consideration here is the termination of faculty based solely on the fact that they are foreign nationals. JALT is opposed to this practice as a matter of policy. It is discriminatory and unjustifiable. To the best of our knowledge, there is no law in Japan that restricts any language teaching institution, public or private, from hiring any faculty for any number of years based on nationality or country of origin. There are, however, explicitly stated laws making such dismissals on the basis of nationality illegal. Any teacher who is dismissed, or who does not have a contract renewed on the basis of nationality, is clearly being discriminated against. It is JALT's view that this is a violation of the Constitution of Japan, as well as of provisions of the Labor Standards Law as it pertains to non-Japanese who are legal residents of this country.

JALT believes that such arbitrary, discriminatory practices are ultimately destructive to the educational process. Moreover, such practices cast into doubt the commitment of an institution to offering quality education to the students it purportedly serves. Such discriminatory practices serve only to discourage faculty commitment to the institution in question, and to undermine the ability of both faculty and the institution to offer the best quality education. Beyond this, institutions worthy of the designation "educational institution," especially colleges and universities, are assumed to be committed to a standard of advanced, responsible and enlightened education. It is dismaying when such an institution engages in practices usually associated with poorly educated or abysmally ignorant people.

As an association dedicated to excellence and professionalism in language education, JALT is unequivocally opposed to discriminatory practices of this egregious nature. We urge employers and employees alike to never engage in such practices.

Japan Association for Language Teaching, published in *The Language Teacher, 21* (6), 50.

This has been sent to all of the major newspapers in Japan, as well as to Kumamoto Prefectural University, as per the directive of the JALT Executive Board, in English where appropriate, in Japanese where appropriate. It has also been sent to embassys and consulates of the governments of the United States of America and New Zealand. As JALT President, I hope this helps our members in Kumamoto. However, I must stress that JALT's primary mission is academic and scholarly in nature. It is not a labor union, and should not be directly involved in labor actions. It should serve as a forum in which people can discuss their professional circumstances.

熊本県立大学の事態についてJALTより懸念の手紙—1999年1月31日2時頃、熊本県立大学の事態についてJALTから懸念の手紙を送るべきだという提案と投票による決議がなされたことは記憶に新しいでしょう。その提案はジョセフ・トメイ（Joseph Tomei)によりなされ、デニス・ウールブライト（Dennis Woolbright)により後援されました。そして、JALTの会長である私にその役目がまわってきました。その手紙と国籍面での差別に関するJALTの方針は以下の通りです。(JALT会長　ジーン・ヴァン・トロイヤー)

1999年2月27日

関係各位

外国人教員の扱いについて熊本県立大学に当方から懸念の手紙を書くように、ＪＡＬＴの執行委員会で委任されました。ＪＡＬＴは、熊本県立大学の外国人教員と、大学側で争っている訴訟の理非を裁定する立場にあるわけではありません。しかしながら、熊本県立大学の外国人教員の差別待遇の終結を要求する1998年12月の陳述に、熊本県知事が署名してくださったことは、大変意義のあることだと思っています。ＪＡＬＴの関心事というのは労使関係のことではなく、教育、専門技術的な事と、一般的に大学生全体の事なのです。もし教職員が日本人でないという理由だけで解雇の脅威にさらされるとしたら、教育者として教育に全力投球することは無理だということは目に見えています。公正と平等という点で鈍感な大学当局との争いに多くの時間がさかれてしまいます。これは、学生に対する教育の質に影響を及ぼします。それというのは、本来ならば学生のために使われるべき時間が、教職員の権利を守るために使われてしまうからです。結果的に学生に当然向けられてよいはずの教育的配慮が欠けてしまいます。このような争いは広報活動の上でも大学にとって大きな損失になるでしょう。そのような大学は、品性がなく、卑劣で、横暴で、大学の使命である教育という理念に相反する所だと評価されてしまうでしょう。若者達に実際に教育をほどこしている教員よりも、大学経営陣の方が重要であるという印象を与えてしまいます。熊本県立大学での論争が、大学当局と教職員側の両者が満足のいくような方法で解決し、差別行為は健全な教育をうながすのではなく却って妨害するだけであるということを大学側が認識してくださることを我々は心より願っております。　敬具

ジーン・ヴァン・トロイヤー

付記：　差別に関するＪＡＬＴの方針「ＪＡＬＴは年令、性別、国籍、人種、教義、宗教あるいは出身地にもとづく差別に反対します。」語学教師の組織として、あきらかにこの方針の主な焦点は教育の専門職のメンバーに影響を与えるような状況にあてられています。ここで憂慮されている問題点というのは、外国籍という事実だけで、教員が解雇されているという点です。JALTはこの方針に反する行動に反対します。それは非

常に差別的であり、道理に合わないことなのです。私が知っている限りでは、公立私立を問わず、語学教育機関で国籍や[illegible]にもとづいて教職員をある期間雇うことを制限している法律は日本にはないはずです。

一方、国籍にもとづいて解雇することは非合法であると明白にしるした法律はあります。国籍のせいで解雇されたり、契約を更新してもらえない先生は、あきらかに差別の対象になっているのです。これは、この国の合法的居住者である日本人以外の人々に対する労働基準法の条項のみならず、日本国憲法に違反しているというのが、ＪＡＬＴの見解です。JALTはこのように横暴で差別的なことを行なうということは、最終的には教育のプロセスに対して有害であると信じています。更に、このようなことを行なうと、学生にとっては当然である、質の高い教育を与えるという公約は期待薄になるでしょう。このような差別的行為は、問題になっている大学に対する教職員の熱意をなくさせ、教職員と大学が最も質の高い教育を提供するための基盤を危うくさせます。この他に、"教育機関" と称される価値のある機関、特に単科あるいは総合大学は、進歩した責任のある啓発された教育の水準を保っていくために熱意を傾けるものとみなされています。このような機関が、普通ならば教育程度の低い人間や非常に無知な人間のやるようなことを行なっているということに狼狽します。言語教育の卓越と専門的技術に貢献している団体として、JALTはこの種の言語道断な差別行為に断固として反対します。我々は、雇う側と雇われる側共々このような行為を行なわないよう懇願いたします。これは、熊本県立大学を始め、日本のあらゆる大手の新聞に送られました。ＪＡＬＴ執行委員の指示により適材適所に日本語あるいは英語で、また、米国とニュージーランド政府の大使館と領事館にも送られました。ＪＡＬＴの会長として、熊本の会員達のお役に立てればと思っております。しかしながら、ＪＡＬＴの主な使命は学術的、学問的なもので、労使問題に直接関わるべきものではありません。みなさんが専門的な状況を討論できるフォーラムとしての役割を果たすべきものなのです。ＪＡＬＴの代表として私がとったこの行動に反対する方もでてくるかもしれません。私自身も自分ではこのような行動をとらなかったと思います。ＪＡＬＴの執行委員会全員の英知が私にそういう行動をとらせたもので、会長としては執行委員の決定に従う必要があるのです。このような私の行動に反対する会員の皆様も続けて会員になってくださるように切に望んでおります。

JALT99

JALT 25th Anniversary Conference, October 8-11, 1999,
Maebashi Green Dome, Gunma-ken. Conference Theme:
"Teacher Belief, Teacher Action:
Connecting Research and the Classroom"

√ Maebashi is located near scenic Mt. Akagi and Mt. Haruna, renowned hot spring resorts, just one hour by train from Tokyo and only two hours from Nikko.

√ Join 2,000 language educators from across Japan and the world in a unique teacher development experience to share classroom practice grounded in educational research while expanding and affirming beliefs about teaching and learning language.

√ Attend your choice of over 300 sessions with presentations by distinguished Invited Speakers, a host of Featured Speakers, and hundreds of your colleagues.

√ Join hands-on practical pre-conference workshops by 12 outstanding Featured Speakers on Friday, October 8th.

√ Celebrate the 25th Anniversary of JALT! The Maebashi Green Dome provides an exciting venue for strengthening the sense of community. Come and join the exciting social and celebratory events planned.

√ Educational Materials Exhibit: 3 days to browse displays on the Green Dome floor. Post-Conference Retreats from October 11-12 at local onsen resorts extend the experience.

√ Look for the pre-conference special edition of *The Language Teacher* in June. Pre-registration forms and materials will be included.

jalt99@passwordmail.com
http://www.jalt.org/conferences

Bulletin Board

edited by david dycus & kinugawa takao

*Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form.*

Call for Participation: NLP Training Courses—NLP (Neurolinguistic Programming Association) and MetaMaps are proud to announce courses to be given in Nagoya and Tokyo by Richard Bolstad and Margot Hamblett, Master NLP and Hypnotherapy Trainers from New Zealand. In Nagoya, at Nanzan University, they will offer a two-day Introductory Course with bilingual interpretation from July 31 to Aug. 1, followed by a four-day Educational Hypnosis Course from Aug. 2 -5. Participation in the Educational Hypnosis Course is restricted to those who have completed the Introductory Course or who have a NLP Practitioner Certificate. In Tokyo, at Tokyo Jogakkan Junior College, they will again offer a two-day Introductory Course from Aug. 7 - 8, followed by the four-day Educational Hypnosis Course from August 9-12. The same restictions noted above apply to the Educational Hypnosis Course. For those wanting the NLP Practitioner certification, further training is available August 14-19 and 21-26th. For more information in Japanese contact: Momoko Adachi; tel/fax: 052-833-7968. For information in English, contact: Linda Donan; tel/fax: 052-872-5836; <donan@hum.nagoya-cu.ac.jp>; or Sean Conley; tel: 0427-88-5004; <Sean.Conley@sit.edu>.

Call for Papers: TLT Special Materials N-SIG Issue—A special issue of *The Language Teacher* focusing on materials is scheduled for publication in March 2000. Almost every teacher is involved with materials in some way, either by using materials, creating their own materials for the classroom, publishing materials themselves, or publishing materials professionally. We especially invite submissions in either English or Japanese (if possible, please include an abstract in English) of feature, opinion, and perspective articles that provide a principled framework for materials production. We are hoping for articles with a broad appeal, ranging from materials for children to adults. Any materials publishers with new textbooks or course books (at any level) for the 2000 academic year are invited to submit them for a materials survey review. Current reviews of books related to materials are also being sought for the reviews column. Please submit your manuscripts by June 1, 1999. Materials from publishers should be received before September 1, 1999. Send submissions and inquiries in English to: Kent Hill; Kimigatsuka Haitsu 2-D, Minami Kimigatsuka Machi 20-14, Onahama, Iwaki-shi, Fukushima-ken 971-8169; tel/fax: 0246-54-9373; <kentokun@mail.powernet.or.jp>; in Japanese to Hagino Hiroko, 5-26-31-101 Nakano, Nakano-ku, Tokyo 164-0001; tel/fax: 03-3319-0046; <hhagino@twics.com>.

Call for Presentations: JALT Tokyo Metro Mini-Conference—The Tokyo Metro Chapters will hold a regional mini-conference on Sunday, December 5, 1999 at Komazawa University on the theme Classroom Practice: Forging New Directions. Extensive computer facilities (Windows/Mac) allow for several hands-on CALL and Internet presentations simultaneously. Please note that due dates differ according to presentation type. **1) Due by July 15**: Abstracts for papers, workshops, discussions, and demonstrations on any aspect of language teaching, for anonymous vetting. Abstracts should be no longer than 250 words (English) or 1000 *ji* (Japanese). A program summary of 50 words is also required, and Japanese papers should have an English summary. Please specify time blocks of 40, 80, 120 minutes and equipment/computer needs. **2) Due by Sept. 25**: Show & Tell submissions (15 minutes) to explain your favorite classroom technique, learning strategy, or language game. Include a 50-75 word summary with a descriptive title. Send submissions by e-mail or on disk in RTF format and include the following information: name, address, tel/fax/e-mail contact information, presentation title, type of presentation, teaching level or intended audience (as applicable), time block, equipment needed, abstract, summary and biodata (25 words). Send to: David Brooks; JALT Tokyo Mini-Conference, 1-13-27 Tamacho, Fuchu, Tokyo, 183-0002; <dbrooks @tkb.att. ne.jp>; <http//home.att.ne.jp/gold/db/tmmc>. Acceptance notification will be made in September.

Call for Participation: LTRC 99—The Japan Language Testing Association (JLTA) will host the 21st Language Testing Research Colloquium (LTRC) at the Tsukuba International Convention Center from Wednesday, July 28 through Saturday, July 31, 1999. The theme of this year's conference is "The Social Responsibility of Language Testing in the 21st Century." A panel discussion, symposia, research papers, and poster sessions will be given by over 40 scholars from around the world. Among the featured speakers are: Alan Davies (University of Edinburgh), Elana Shohamy, (Tel Aviv University), Bernard Spolsky (Bar-Ilan University), Tim McNamara (University of Melbourne), Ikuo Amano (Center for National University Finance), Nancy Cole (President, ETS), Hiroshi Ikeda (Educational Testing Research Center, Japan Institute of Lifelong Learning), Lyle Bachman (UCLA) and Charles Alderson (Lancaster University). Contact the secretariat by e-mail at <youichi@avis.ne.jp> or see the JLTA WWW site at <http://www.avis.ne.jp/~youichi/JLTA.html> for more details.

Sophia University 26th Seminar for High School Teachers of English—This seminar is for Japanese teachers of English who wish to broaden their professional knowledge in an intensive week of study and discussion. The seminar will be held from July 26-August 1, 1999 at Jochi Karuizawa Seminar House in Nagano-ken. Participation is limited to 30 native Japanese full-time high school teachers of English. Participation fee is ¥60,000. Application deadline: May 21, 1999. Contact information: Seminar for High School Teachers of English, c/o Kensaku Yoshida, Department of English Studies, Sophia University, 7-1, Kioi-cho, Chiyoda-ku, Tokyo 102-8554; t: 03-3238-3719; yasuko-w@hoffmann.cc.sophia.ac.jp.

Special Interest Group News・研究部会ニュース

edited by tom merner

As a second installment of the introduction to the newly approved SIGs, we bring you Other Language Educators SIG. They have submitted their Statement of Purpose as their own introduction. Also, we have CALL and Teacher Ed. SIGs announcing their upcoming events below.

新たに承認された準研究部会紹介の第2回目として、他外国語教育研究部会をご紹介します。以下は、同部会の設立趣意書です。また、CALLおよび教師教育両部会の会合案内が続きます。

Statement of Purpose of the OLE SIG

(Other Languages Educators' Special Interest Group) Updated (1999) version

1. Background and aims of OLE

For the goal of world peace and international understanding it is necessary to allow as many individuals as possible to come in contact with, learn or teach different languages and cultures in the most effective and meaningful ways. Additionally, in the face of the impending restructuring at many universities, it is vital that such teachers and learners, as yet not represented professionally on a nationwide scale, be given the opportunity to share their ideas and views with others with related concerns and interests. The organizational form of a SIG (i.e. Special Interest Group) open to teachers and learners of all other foreign languages within JALT, so far comprising about 3000 teachers and learners of English and Japanese, seems appropriate.

2. Goals and Activities of this SIG

Our first priority is to enable all interested teachers, learners, researchers, material developers and administrators to exchange ideas through meetings and publications.

2.1. Workshops, forums and presentations:

- to show that teaching, learning and research in languages and cultures beyond English and Japanese are dynamic and widespread activities throughout Japan, and that these endeavors are very beneficial to Japanese society.
- to improve the teaching of such languages by devising methods that can be used by all teachers, regardless of background or origin, and to encourage research and sharing of ideas, activities and materials among educators of specific languages.

2.2 *OLE Newsletter* and other publications:

- to gather and disseminate information on all aspects of the teaching and learning of languages and cultures beyond English and Japanese, and especially,

- to help such teachers and learners, by developing a network of friendship and mutual support, to arouse interest in their field and to provide information and material to enable them to optimize the organizational conditions for their study, work and research to the best of their abilities.

3. Contact address

Rudolf Reinelt, Coordinator
Ehime University, Faculty of Law & Letters, Dept. of Humanities Bunkyo-cho 3, Matsuyama 790-8577
t/f: 089-927-9359 (W); <reinelt@ll.ehime-u.ac.jp>

世界の平和と諸国民の相互理解のためには、できる限り多くの人々が出会い、互いに異なる様々な文化や言語を効果的に教え学ぶことが望ましく思われます。さらにまた今後の予想される大学の諸改革を考慮すると、それら多くの言語や文化の教育者や学習者の意見を全国的な規模で分かち合う機会を設けることが不可欠です。JALT（全国語学教育学会）において英語・日本語以外の全ての言語の教師や学習者のための他外国語(英語と日本語以外の外国語教師) 分野別研究部会を設置することが適切であると思われます。

現在次のような活動に取り組むことを予定しています。

ー日本では英語・日本語以外の言語の学習や研究も精力的かつ広範に行われていることを示し、またそのような活動は日本の社会にとって有益であることを示します。

ーそのような言語・文化についての教授法等の環境を整備させるため．様々な意見交換の場を整えること．

ー「OLE Newsletter」（OLE機関紙）等の刊行物を通して多言語・文化等のあらゆる面についての情報の収集・提供や意見交換を進め、この分野への興味を抱かせる有益な情報を発信できるようにします。

Upcoming Events of other SIGs

CALL

<http://jaltcall.org>

CALLing Asia 99, the 4th annual CALL SIG conference, is May 21-24 at Kyoto Sangyo University in Kyoto <holmes@nucba.ac.jp> and will be followed by the Basics of CALL, a hands on mini-workshop for (Jr. & Sr.) High School teachers of English, June 12 at Tokyo Metropolitan Institute of Technology <jwada@krlcal56.tmit.ac.jp>. Submissions are being accepted until July 31, for "Recipes for Wired Teachers" <ryan@gol.com>. All SIG details at <http://jaltcall.org>.

コンピューター利用語学学習部会の第４回会合「CALLing Asia 99」を５月２１日から２４日まで京都産業大学で、また、中高校英語教員を対象としたワークショップを東京都立工業大学で６月１２日に開催します。連絡先は英文を参照してください。

Teacher Education

<http://members.xoom.com/jalt_teach/>

On June 19th and 20th we will be hosting a two day conference and workshop on "testing and assessment for learners, teachers and trainers" at the Kyoto International Community House. Please note the change of dates from earlier notices. For a copy of the call for papers, registration material, or further information contact Janina Tubby at <janina@gol.com>, or c/o Sumikin Intercom. 7-28 Kitahama 4-chome, Chuo-ku, Osaka 541-0041. t: 078-845-5768.

当部会では、京都国際コミュニティーハウスにおいて「学習者、教師、トレーナーのための試験および評価」に関する会合およびワークショップを6月19-20両日開催します（日程が変更となりましたことご注意ください）。論文募集要項、登録資料等くわしくはJanina Tubby（連絡先は英文参照）までご連絡ください。

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Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Kanazawa: *February 1999*—**A Successful Start in April**, by David McMurray. McMurray demonstrated ways to start planning for new classes in April. He helped us design an efficient syllabus for a 14-week course. We explored effective ways to group students for teamwork, and to understand their organizational behavior.

McMurray stated he could successfully teach to the individual needs of about 160 students at one time by identifying their learning styles. According to the presenter, interest and creativity seem to be important factors for success. We worked on a question sheet based on an MBA program and participated in a class survival program.

The workshop provided us with ideas on introducing ourselves, getting to know students, and discovering the preferred learning strategies of our students in the first few weeks of classes. (*Reported by Kanamaka Sechiko*)

Kitakyushu: *December 1998*—**Pooling Teachers' Insights**, by David Pite and Robert Long. The presenters revealed the results of their year long study of the insights gained by language teachers during their years in Japan. Twenty-seven subjects, all native speakers of English, mostly men in their mid-thirties to early-forties, participated in the interviews.

The researchers identified ten themes from their research results: 1) struggles to implement communicative activities; 2) process over product (better to instill a love of English than insist on acquisition of specific material); 3) underlying motives in teaching (global issues, women's rights, religious and moral education); 4) problems with the system; 5) Japanese students as language learners; 6) teacher's age (whether experience compensates for a perceived generation gap); 7) bridging cultural differences; 8) adaptation (perceptions of Japan and how one is perceived by the Japanese; 9) internationalization (not sufficiently emphasized); and 10) moving on (over 50% of interviewees intend to leave the profession or the country). (*Reported by Margaret Orleans*)

Kobe: *January 1999*—**Authentic Video: Making It Comprehensible**, by Daniel Walsh. Practical was the keyword as we were introduced to a variety of authentic video content and original class worksheets to boost comprehension at a range of levels and encourage students to discuss and better understand the target culture. The presenter included exercises with music videos, television comedies, interviews, and documentaries. He showed how to activate students and led some thought-provoking discussion on various related topics. (*Reported by Brent Jones*)

Kyoto: *January 1999*—**Educational Opportunities for Bilingual Children in Japan**, by Mary Goebel Noguchi, Carolyn Miyake, Stephen Ryan, and Endo Yuka. This presentation dealt with the challenges facing parents wishing to bring up their children bilingually. The presenters recounted their frustrations and successes. Among the approaches discussed were attending Japanese public schools and international schools, arranging small private Saturday group classes with friends, speaking English at home, and homestays with grandparents.

All the panelists agreed on the importance of parents reading aloud to their children in English, until eventually the children choose to read by themselves for their own pleasure. They also strongly recommended that a child learn how to read in English first; their children all experienced a withdrawal from English reading upon realizing how easy and predictable kana was compared with English's irregular pronunciation. Most of the children are eventually comfortable reading in both languages.

Ryan and his wife sent their 6-year-old daughter to England for a few months to stay with his parents and to start primary school there. She missed a few Japanese kindergarten events while away, but returned with confidence in her ability to make friends in a new environment.

Depending on the parents' Japanese ability, Japanese public schools are a great way to be integrated into the community. While many parents were concerned about the long commute to an international school, it doesn't seem to be a problem for the children as they meet up with their friends along the way.

With opportunities to visit and/or live in other countries, children will seesaw back and forth between English and Japanese as the main functional language. They may slip into passive bilingualism at home, listening and understanding one language but preferring to respond in the other. (*Reported by Colette Morin*)

Matsuyama: *July 1998*—**Teachers & Students as Storytellers**, by Rex Tanimoto. Tanimoto demonstrated how storytelling can be used to help students write, present, and listen to their own stories with confidence. Storytelling is one interesting way for students to overcome the fear of making mistakes.

Tanimoto began by explaining a type of self-introduction called the "Name Poem." Name poems use the letters of a person's name to begin each line of the poem. First, Tanimoto directed participants to make their own name poems. Then they formed groups of four people and presented their poems. Next, Tanimoto focused on body language in storytelling. The purpose was to get students comfortable with body language and to build confidence in using it to tell stories. The participants played the game of "Charades" for practice, after which some volunteers presented their name poems using body language. Tanimoto also explained how to teach pronunciation practice using tongue twisters.

Finally, he distributed some structure stories to use for pronunciation practice, presentation and listening comprehension. (*Reported by Tamai Satomi*)

Tokyo: *January 1999*—**Teaching Vocabulary**, by Roger Jones. According to Jones, we only need a vocabulary of 2,000 English words in order to understand 95% of the language produced in an English-speaking community. Such lists can be found in English learner dictionaries for students. One way of attempting to learn this list is for students to make vocabulary cards for unknown words, including information such as sample sentences and collocation. Testing and recycling these words are essential to assist students in learning them. (*Reported by Caroline Bertorelli*)

Chapter Meetings

edited by malcolm swanson & tom merner

Regional Events

Kyushu Region, **Speaking of Speech,** Charles LeBeau
These workshops cover both the content and the techniques of teaching speech and debate to low-level learners. Participants will experience a variety of fun activities guaranteed to work in the classroom. In application, students will develop fluency, communication skills, confidence, and a fondness for English. The basic skills of public speaking and debate also support expression and comprehension in writing and reading. Attendance at this workshop will provide teachers with valuable techniques and activities for their classes and training students for speech contests. *All venues: JALT members free, one-day members ¥500; more info: <http://kyushu.com/jalt/lebeau.html>*

Charles LeBeau氏が、初級レベルの学生へのスピーチやディベートの内容や技法の指導について論じます。このような指導により、学生に流暢さやコミュニケーション技法、自信をつけさせるのみならず、スピーチコンテストへの準備にもなるとしています。

Fukuoka JALT—*Saturday, June 5, 4:00-6:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24.*

Nagasaki JALT—*Sunday, June 6, 1:30-4:30; Russell Kinenkan, 2nd floor (next to Kwassui Women's College and Oranda Zaka, 1-50 Higashiyamatemachi, Nagasaki 850-8515).*

Kitakyushu JALT—*Tuesday, June 8, 7:00-9:00; Kitakyushu International Conference Center, Rm 22, 1-1 Asano, Kokurakita-ku, Kitakyushu.*

Kumamoto JALT—*Wednesday, June 9, 6:30-8:30; Kumamoto Gakuen Daigaku Oe 2-chome, 5-1, Kumamoto.*

Miyazaki JALT—*Thursday June 10, 6:00-8:30; Omiya High School, Hyakushunen Kinen Kaikan, 1-3-10 Jingu Higashi, Miyazaki.*

Kagoshima JALT—*Saturday, June 12, 2:00-4:00; Kagoshima University, Faculty of Education Building, Rm 101, 20-6, Korimoto 1-chome, Kagoshima.*

Chapter Events

Akita—How to Survive the New Millennium, by Erika Vora, St. Cloud State University, Minnesota. Vora will make a presentation on Intercultural Communication: Our S[illegible]val in the 21st Century. The seminar focuses on how to develop intercultural understanding and approaches toward learning and teaching intercultural communication. *Sunday, May 30, 2:00-4:00; MSU-A; one-day members ¥1,000, students ¥500.*

Chiba—Learner-Centered Activities to Develop Oral Communication Ability, by Shiozawa Yasuko, Shumei University. The speaker will discuss two activities to enhance speaking ability. In Modified Oral Interpretation, the learner interprets text and reproduces it orally after little or no editing. With Interactive Theatre, the audience will participate in a play dealing with controversial issues. These process-oriented activities are entertaining, and integrate all four skills. *Sunday, May 16, 11:00-1:00; Chiba Community Center, 6F.*

Fukui—TASK, by Masaki Date, Fukui University. The importance of TASK in teaching English is increasingly drawing attention as a tool for honing the communicative skills of students. The speaker will demonstrate examples of TASK activities (public speech, newspaper and textbook reading, drama, making commercials, and parody skits) which he has successfully employed in the classroom, and offer helpful suggestions for introducing TASK. *Sunday, May 16th, 2:00-4:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500.*

福井大学のMasaki Date氏が、学生のコミュニケーション力を向上させるための英語指導におけるタスクの重要性が注目されていることを考慮し、自身の教室において成功したタスク例を紹介するとともにその導入方法を助言します。

Fukuoka—EFL for Children and the Role of Games, by Aleda Krause, Teaching Children SIG Coordinator. The first presentation will introduce games that have been adapted to the language learning situation. The second presentation is titled: "A Philosophy of EFL for Children and the Role of Games" in which participants will examine and evaluate various statements of teaching philosophies, and then experience and evaluate a selection of games and activities. *Sunday, May 30, 2:00-5:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24; one-day members ¥1,000.*

JALT児童教育部会会長のAleda Krause氏が語学学習に使用される様々なゲームを紹介し、EFLの場面における様々な児童言語指導方略を検討するとともに使用されるゲーム等を評価します。

Gunma—Use of Literature in English Education, by Thomas Cogan, Waseda University. The presenter will discuss his interest in Japanese literature, and the use of literature in language education. His publications include the translation of *Soga Monogatari*. *Sunday, May 9, 2:00-4:30; Nodai Niko High School, Takasaki; one-day members ¥1,000, students ¥200.*

Hamamatsu—A Hidden Agenda: Motivation, Fun, & Learning, by Aleda Krause. Motivating children by doing the things they like to do in both their own and a foreign language is the point of this presentation. The presenter will demonstrate numerous games and activities that are fun, yet practice specific learning points. *Sunday, May 23, 2:00-4:30; Create Hamamatsu; one-day members ¥1,000.*

Hokkaido—Active Research, Active Teaching. The 16th Annual Hokkaido Language Conference. This year's conference hosts twenty-five academic presentations, covering a broad range of practical and theoretical aspects of teaching languages under the theme of Active Research, Active Teaching. In addition, there will be educational material displays and a dinner party at a nearby beer garden. Contact the Hokkaido JALT Office for a copy of the program and registration form. *Sunday, May 30, 9:30-5:30; HIS International School, 1-55, 5-jo, 19-chome, Hiragishi (5 min from Sumikawa Station); one-day members ¥2,000.*

Ibaraki—1. You Got Your Students' Scores? What's Next? by Cecilia Ikeguchi, Tsukuba Women's University. This presentation aims to demonstrate what teachers can learn from students' scores, and how to continually explore these to gain greater insights about their students.—**2. We Got It on Tape!** by Joyce Cunningham, Ibaraki University. This presention is on a collaborative video exchange project carried out with Canadian colleagues. *Sunday, May 23, 1:30-5:00; Shonan Gakusyu Center 5F, Ulara Bldg (next to JR), Tsuchiura; one-day members ¥500.*

Kagoshima—Graphic Organizers for Active Learning, by Keith Lane & Jeff Maggard, Miyazaki International College. Graphic organizers are visual aids that can help students recognize information, organize it, and express it in their own words. The presenters will introduce a number of graphic organizers, discuss their merits, and give advice about using them in classes. Participants will have an opportunity to develop their own mind-maps, and explain them to the group. *Sunday, May 23, 2:00-4:00; Iris Kyuden Plaza, I'm Building, 2F; one-day members ¥500.*

宮崎国際大学のKeith Lane, Jeff Maggard両氏が、特定の情報に気付き、それらを整理しながら表現するのに役立つグラフィック・オーガナイザーをいくつか紹介するとともに、その利点と授業への導入方法を紹介します。

Kanazawa—Oral Communication Workshop, by Michiyo Hirano, Ibaraki University. The author of the Oral Communication A/B/C textbooks for high schools will give a workshop sprung from Theatre and Performance Studies theories. The participants will experience hands-on activities which have been practiced at college level. The application to junior and senior high school EFL classrooms will be discussed. *Sunday, May 24; Shakai Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; one-day members ¥600.*

Kitakyushu—Using Concordances from Small Corpora: Video Transcripts and Newspapers, by Bill Pellowe, President, Fukuoka JALT. This workshop will introduce participants to CONC, a freeware concordancing program for Macintosh. Practical applications of this software will concentrate on its ability to provide comprehensive, interactive "indexes" of all the words in any particular text. *Saturday, May 8, 7:00-9:00; Seinan Jogakuin Computer Lab; one-day members ¥500.*

Kobe—Textbook Enhancement with Cooperative Learning, by Christopher Poel & Robert Homan, Macmillan Language House. The authors will explain and demonstrate several cooperative learning activities that they have found useful. The focus will be on speaking and listening skills, and working effectively in pairs and groups. Ideas and activities will be drawn from D.E.S.I.R.E. (Developing Expertise in Social, Intercultural and Recreational English). The audience will have the opportunity to ask questions and share their own experiences. *Sunday, May 23; 1:30-4:30; Kobe YMCA, 4F LET'S (078-241-7205); one-day members ¥500.*

Macmillan Language HouseのChristopher Poel, Robert Homan両氏が、スピーキイングや聞き取りとともにペアやグループで効果的に学習する社会的スキルに焦点に置きながら、いくつかの共同学習（CA）の形態を紹介します。

Kyoto—CALL-ing Asia. An International Conference with over 50 presentations on computers and language learning at Kyoto Sangyo University. Presentations on *Saturday, May 22 and Sunday, May 23 with pre-conference activities on the 21st and post-conference activities on the 24th. Co-sponsored by CUE, FLL, and CALL SIGs, Kyoto JALT, and LLA Kansai. For further info: <http://jaltcall.org> or <r_penner@kufs.ac.jp>. Members ¥5,500, one-day members ¥6,500.*

JALT大学語学教育、外国語リテラシー、コンピューター利用語学学習各部会および京都支部共催による国際大会CALL-ing Asiaが5月21日から24日まで開催されます。コンピューターや語学学習に関する50以上の講演が予定されております。

Miyazaki—Panel on Vocabulary Teaching and Learning, by Roberta Golligher, Miyazaki International College; Michael Guest, Miyazaki Medical College; Steven Snyder, Kyushu University of Health & Welfare. Everyone agrees that vocabulary is an essential part of any complete language learning syllabus, but many teachers are unsure as to which vocabulary is most relevant, how it should fit into a larger syllabus, and how to most effectively teach vocabulary in context. The three presenters will offer practical advice on how to approach and deal with these problems.*Tuesday, May 18, 6:00-8:00; Miyazaki Shogyo High School, Multiple-Use Room #1 (3F), 3-24 Wachigawara, Miyazaki; one-day members ¥750.*

Nagasaki—Nature and Environmental Issues in the Classroom, by Greg Goodmacher, Kwassui Women's College. Author of *Nature and the Environment* (Seibido, 1998), the presenter will demonstrate games and activities that bring language skills, nature topics, and environmental issues together in ways that interest and challenge students. Participants will learn to create communicative lessons for their reading, writing, speaking, and listening classes around a variety of environmental issues and nature topics. *Friday, May 14, 6:00-8:30; Nagasaki Shimin Kaikan; one-day members ¥1,000, students ¥500.*

Nagoya—Storytelling in the English Class, by Linda Donan, Nagoya International University. Learn how to use stories for listening, motivation, grammar review, and much more. Also, learn how to create stories in this hands-on workshop. *Sunday, May 23, 1:30-4:00; Nagoya International Centre, 3F, Rm 2.*

Niigata—Loanwords; The Built-In Lexicon, by Frank Daulton, Niigata Women's College. Teachers may be surprised to hear that Japanese students are already familiar with more than a third of the most useful words of English. The presenter will show how English loanwords aid the acquisition of English vocabulary, and that the high correspondence between loanwords and a corpus of 1,942 high-frequency English words will open possibilities for new teaching approaches. *Sunday, May 16, 1:00-3:30; new venue to be announced in JALT Niigata Newsletter.*

日本人学習者が使用頻度の高い英単語の３分の１以上を借用語を通して既に知っており、この事実から借用語を利用しての新たな単語習得指導方法の可能性を新潟女子大学の Frank Daulton氏が論じます。

Omiya—Motivation and EFL Learning, by Dean Warren Sotherden, Seigakuin University. Motivation plays an indispensable role in EFL learning. What accounts for the great diversity of motivation levels among EFL learners? What steps can teachers take to ensure maximum motivation levels among students? These are some questions that Sotherden hopes to answer in his presentation on a topic of relevance to all teachers. *Sunday, May 16, 2:00-5:00; Omiya Jack (048-647-0011), 6F; one-day members ¥1,000.*

Osaka—Versatile Card Games, by Kawaguchi Yukie, Zenken World Academy. Kawaguchi will explain why picture and word card games are helpful—even essential—for learners aged 3-15, or from beginners to advanced, and will demonstrate basic games and how to create variations and extensions thereof. An exchange of ideas will be welcomed. *Sunday, May 16, 2:00-4:30; YMCA Wexle, ORC 200-bangai 8F, Benten-cho; one-day members ¥1,000.*

Zenken World AcademyのYukie Kawaguchi氏が３－１５才のあらゆるレベルの生徒の指導にフラッシュ・カードがいかに役立ち、欠くことのできないものであるかを論じ、基本的なゲームやその応用方法を紹介します。

Shinshu—Tenth Annual Suwako Charity Walk. Let's think ecologically! Rain or shine, we will walk to Lake Suwa's farther shore while listening to expert commentary. Then we will tour the control room of the Kamaguchi Water-gate and enjoy a forum during which you will hear, while eating lunch, lectures by environmental specialists. Those who want to stay at our members' houses should contact us immediately. *Sunday, May 16; meet at Yagai Ongakudo (Open-air Theater) in Suwa-shi on JR Chuo Line at 8:10 a.m. Walk starts at 8:50 a.m. Fee: none (donations for the Suwa Environmental and Town Planning Seminar appreciated).*

Tokushima—Reaching Everyone: Using Perceptual Modalities, by Chris Brennan-Mori, Seibo Girls' Junior & Senior High School. Research clearly indicates we all have different learning styles, strengths, and preferences that make it imperative for us to be taught in such a way that we can access information and retain it. In this workshop, the presenter will show how important, useful, and easy it is to integrate auditory, visual and kinesthetic modalities in our lessons. *Sunday, May 23, 1:30-3:30; TBA; one-day members ¥1,000, students ¥500.*

Tokyo—Helping Students Be Better Learners, by Padraic Frehan, British Council, Tokyo. This presentation will attempt to show that Japanese learners are capable both of working in environments independent of a teacher, and of conducting their learning autonomously in a positive, organized, and self-critical fashion. *Sunday, May 9, 2:00-5:00; Sophia University, Bldg 9 (Room TBA); one-day members ¥500.*

British CouncilのPadraic Frehan氏が、日本人学習者が教師から離れて独自に、また、自身の学習を自主的また積極的に進めることができることを論じます。

Yokohama—Movement Exercises, by Holly Kawakami, Kanda Gaigo University. We usually use logical thinking to learn language. In this workshop, however, we will be asked to 'tap' the rhythm inside our bodies to communicate with each other more deeply through affective and intuitive feelings. *Sunday, May 23, 2:00-4:30; Gino Bunka Kaikan, Rm 603, Kannai; one-day members ¥1,000.*

Yamagata—Composition & Cognitive Processes, by Jerry DeHart, Aizu University. The presenter will look at writers and their personalities as they approach the writing task. Why some students do well with some teachers, and others don't, will also be explored. *Sunday, May 9, 1:30-4:00; Yamagata Kajo-Kominkan (0236-43-2687); one-day members ¥500.*

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Tokyo—Carolyn Obara; <obara@tmca.ac.jp>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <http://home.att.ne.jp/gold/db/wtcal.hmtl>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@cu.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, May 15th is the deadline for an August conference in Japan or a September conference overseas, especially if the conference is early in the month. *Please note*: A full announcement will run only once per major category.

Upcoming Conferences

May 21-23, 1999—Language Change in Japan and East Asia, a workshop at the University of Sheffield, UK. This forum seeks to put changes in one language within the context of all East Asia. Of special interest are neologisms, loanwords, English influence, the fate of dialects or minority languages, and the role of *kanji*. Contact: T. E. McAuley; School of East Asian Studies, University of Sheffield, Floor 5, Arts Tower, Western Bank, Sheffield S10 2TN; t: 44-114-222-8400; f: 44-114-222-8432; <t.e.mcauley@sheffield.ac.uk>.

June 13-16, 1999—Pragmatics and Negotiation (PRAGMA99), an International Pragmatics Conference at Tel Aviv University and Hebrew University of Jerusalem. Topics such as cross-cultural and cross-gender (mis)communications, argumentation practices, and effects of assumptions and goals on negotiating strategies will be of special interest during plenary addresses, regular paper sessions and organized panels. Among the plenary speakers are E. Ochs, I. Rabinovitch, E. Schegloff, and D. Tannen. Contacts: Pragma99, Faculty of Humanities, Tel Aviv University, Tel Aviv 69978, Israel; f: 972-3-6407839; <pragma99@post.tau.ac.il> or Nomi Shir at <shir@bgumail.bgu.ac.il.

June 19-20, 1999—Communication Theory Research and Applications to Education at Hamamatsu University School of Medicine. The Communication Association of Japan invites you for papers, mini-symposia and workshops on the theory and its applications in all areas of communication and second language education. Contact: Eloise Hamatani; t: 0426-77-1111; f: 0427-84-9415; <eloise@gol.com>.

June 19-20, 1999—Testing and Assessment for Learners, Teachers and Trainers at Kyoto International Community House, Kyoto, Japan, sponsored by JALT's Teacher Education SIG. With colleagues, expert trainers and assessment professionals, take a fresh look at approaches, issues and implications of current testing and assessment methods, including how assessment of teaching can be used for one's professional development, how to train both new and more experienced teachers in alternative assessment methods and the assessment of teachers in training. For details, contact Janina Tubby at (t) 078-845-5768 or <janina@gol.com>.

June 22-25, 1999—Second Language Teaching: Reading, Writing and Discourse, at Hong Kong University of Science and Technology (6/22-23) and Guangdong University of Foreign Studies (6/24-25). Plenary speakers, demonstrations, papers, and workshops on the theme as related to multimedia applications, language policies, and medium of instruction, self-access learning, language needs (e.g. EAP, ESP), etc. Registration by May 29. More information from <http://lc.ust.hk/~centre/conf99.html> or Nick Noakes at <lcnoakes@usthk.ust.hk>.

June 21-July 30, 1999—The Linguistic Society of America's **1999 Linguistic Institute**, this year at the University of Illinois at Urbana-Champaign, Illinois, USA. This biennial tour-de-force overflows with full-credit 3 or 6 week courses, thematic sessions of varying lengths of time, evening lectures by big names on diverse topics, numerous smaller association meetings, concurrent symposia, workshops, and more. If your plans include time in the U.S., do check this out. For flavor and details, go to <http://www.beckman.uiuc.edu/groups/cs/linginst/general.html>. Direct contacts: <linginst@uiuc.edu>; t: 1-217-333-1563; f: 1-217-333-3466; 1999 Linguistic Institute, Linguistics Department, UIUC, 4088 FLB, 707 S. Mathews, Urbana, IL 61801, USA.

Calls For Papers / Posters (in order of deadlines)

May 31, 1999 (for November 25-27, 1999)—**International Conference on Language Testing, Evaluation and Assessment: Language T.E.A. for Thinking Schools** at Nanyang Technological University in Singapore. Paper and workshop proposals are welcome, particularly on such strands as national & international assessment, self-assessment, relationships among creativity, thinking and language learning, language program evaluation, and culture and testing. Proposals and inquiries: Dr. Khong Chooi Peng; School of Applied Science, Nanyang Technological University, Nanyang Avenue, Singapore 639798; f: (65)792 6559; <ascpKhong@ntu.edu.sg>.

June 15, 1999 (for October 14-17, 1999)—NewWAVE 28, **the 28th Annual Conference on New Ways of Analyzing Variation**, sponsored by York University and the University of Toronto, in Toronto, Canada. Keynote addresses by D. Cameron, W. Labov and D. Sankoff, symposia, workshops, papers, and poster sessions on language change in real time, variation theory and second language acquisition and others. More information and proposal specifications at <http://momiji.arts-dlll.yorku.ca/linguistics/NWAVE/NWAVE-28.html>. E-mail abstracts to: <newwave@yorku.ca>. If impossible, fax to 1-416-736-5483 or mail to NWAVE, c/o DLLL, South 561 Ross Building, 4700 Keele Street, York University, Toronto, Ontario, Canada M3J 1P3.

Reminders

May 20-23, 1999: **International Conference on Language Teacher Education** at the University of Minnesota, Minneapolis, USA. (full entry 4/99 *tlt*)

May 21-22, 1999: **The Fourth Regional Symposium on Applied Linguistics: Socio-Cultural Issues** at the University of the Americas, Puebla, Mexico. (full entry 4/99 *tlt*)

May 22-23, 1999: **C@LLing Asia 99: International Conference on Computers and Language Learning** at Kyoto Sangyo University, Kyoto, Japan. (full entry 4/99 *tlt*)

May 24-26, 1999: **MELTA (Malaysian English Language Teaching Association) Biennial International Conference: English Language Teaching in Challenging Times** in Petaling Jaya Selangor, Malaysia. (full entry 4/99 *tlt*)

June 9-13, 1999: **Digital Libraries for Humanities Scholarship and Teaching**, sponsored by the Association for Computers and the Humanities and the Association for Literary and Linguistic Computing, at the University of Virginia, Charlottesville, Virginia, USA. (full entry 11/98 *tlt*)

Job Information Center/ Positions

edited by bettina begole & natsue duggan

(Tokyo-to) Two profitable, long-established language schools in Tokyo are available separately or as a package. Additional Information: t/f: 03-3770-6249 during business hours;<shibuya@crisscross.com>.

(Tokyo-to) Keio University's Faculty of Business and Commerce is seeking one full-time tenured associate professor or lecturer for their English section to begin April 1, 2000. The level of appointment will be based on education and teaching experience. Classes will primarily be held at the Hiyoshi campus with some classes at Mita. **Duties**: Teach English, research, office hours, curriculum development, and administrative responsibilities. **Deadline**: Application materials received by May 15, 1999. **Additional Information**: For more information, please request an "Announcement of Opening for Faculty Position, English Section" from the secretary's office. Please send a stamped, self-addressed envelope (¥80 stamp) to: Secretary's Office, Dean, Faculty of Business and Commerce; Keio University, 2-15-45 Mita, Minato-ku, Tokyo 108-8345. No enquiries by phone or e-mail, please.

(Tokyo-to) Robin English School in Yokohama is looking for a part-time English teacher. **Qualifications**: A sincere, pleasant, helpful, friendly, and responsible teacher. Preference will be given to applicants living close to relevant branch schools. **Duties**: Teach English conversation. **Salary & Benefits**: ¥3,000 for a one-hour class plus transportation. **Application Materials**: Resumé. **Deadline**: As soon as possible. **Contact**: Mr. K. Hamazaki; Robin English School, 2-4-1 Nagatsuda, Midori-ku, Yokohama 226-0027; t/f: 045-985-4909.

(Tokyo-to) The Department of Japanese at Daito Bunka University in Tokyo is seeking a part-time English teacher for all ages beginning in April, 1999. **Qualifications**: MA or PhD in TEFL/TESL is required, as well as native-speaker competency in English, and university-level teaching experience. **Duties**: Teach three courses on any one day from Monday through Wednesday. The courses are an introductory course in second language acquisition, a course in presentation skills, discussion and/or debate, and a course in intermediate-level writing which includes some basics in business writing. First class begins at 9:00 and all classes are 90 minutes. **Salary & Benefits**: ¥26,000 to ¥30,000 per course depending on teaching experience and education, and transportation fee (maximum ¥4,000 per trip to school). **Application Materials**: Resumé, reference, one passport-size photograph, photocopies of diploma, and a cover letter including a short description of courses taught and how they were taught. **Deadline**: Ongoing. **Contact**: Mr. Etsuo Taguchi, 20-8 Mizohata-cho, Sakado-shi, Saitama-ken 350-0274; t/f: 0492-81-8272; <etaguchi@sa2.so-net.or.jp>.

(Tokyo-to) The English and business departments at Aoyama Gakuin University are seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: Resident of Japan with an MA in TEFL/TESL, English literature, applied linguistics, or communications; minimum three years experience teaching English at a university; alternately, a PhD and one year university experience. Publications, experience in presentations, and familiarity with e-mail are assets. **Duties**: Classroom activities include teaching small group discussion, journal writing, and book reports. Seeking teachers who can collaborate with others on curriculum revision project entailing several lunchtime meetings, and an orientation in April. **Salary & Benefits**: Based on qualifications and experience. **Application Materials**: Apply in witing for an application form, enclosing a stamped, self-addressed envelope. **Deadline**: Ongoing. **Contact**: Gregory Strong; Coordinator, Integrated English Program, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

(Tokyo-to) Saxon School of English in Setagaya-ku is looking for a part-time English teacher. **Qualifications**: Native-speaker competency. **Duties**: Teach English conversation, prepare students for tests (Eiken, TOEFL, etc.). **Salary & Benefits**: ¥3,000 per hour, travel reimbursement; income taxes withheld by employer. **Application Materials**: Personal history. **Contact**: Saxon School of English, 2-12-6 Nozawa, Setagaya-ku, Tokyo 154-0003.

(Korea) The Colorado International Education and Training Institute is seeking full-time teachers for two new programs in Korea at two separate locations. The new venture will establish both an intensive English program and an international business and culture program in Seoul and Taejon, about two hours south of Seoul. Anticipated starting dates are April 19 for the Seoul campus and between June 19 and the end of July for the Jochiwon campus. **Qualifications**: MA in ESL or related field, with overseas experience preferred. Additional qualifications for the business program are: Experience teaching business communications; additional degree in business and/or anthropology preferred. **Duties**: Teach 20-24 hours a week. Teachers will be expected to arrive in Korea no later than 10 days before the beginning of the program. **Salary & Benefits**: US$1,800-2,000 per month; furnished housing; round-trip airfare. **Application Materials**: Resumé, cover letter, and three letters of reference. **Contact**: Ron Bradley, President; Colorado International Education and Training Institute, Inc., PO Box 9087, Grand Junction, CO 81501 USA; f: US+970-245-6553. **Additional Information**: Ron Bradley; t: 970-245-7102; <cieti@iti2.net>.

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices, in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

To list a position in *The Language Teacher*, please send the following information by fax or e-mail: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Faxes should be sent to Bettina Begole at 0857-87-0858, e-mail messages to <begole@po.harenet.ne. jp> so that they are received before the 15th of the month, two months before publication.

Did you know
JALT offers research grants?
For details, contact the JALT Central Office.

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate cha throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professi concerns; the semi-annual *JALT Journal*; *JALT Conference Proceedings* (annual); and *JALT Applied Materials* (a monograph ser

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2, participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishe exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of spe interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kaga Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omi Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokoha Kumamoto (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Langua Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Othe Language Educators (forming); Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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JALT99 Preconference Issue

(with Preconference Supplement)

Main Speakers
5 Dick Allwright *A Personal Introduction*
7 Anna Uhl Chamot *Learning Strategy Instruction*
9 Elizabeth Gatbonton *Novice and Experienced ESL Teacher Differences*
13 Mario Rinvolucri *Neurological Frontiers*

Featured Speakers
15 H. Douglas Brown *Some Practical Thoughts about Student-Sensitive Critical Pedagogy*
17 Christopher N. Candlin & Ken Keobke *Tasks, Materials, and Classroom Contexts*
19 Andy Curtis *Connecting the Hand, the Head, and the Heart*
21 Richard Day *Confessions of a Featured Speaker*
23 Robert Homan & Chris Poel *Cooperative Learning, Motivation, and Expectations*
24 Steve Mann *How Do You Respond?*
25 Michael McCarthy *Turning Numbers into Thoughts*
27 David Nunan *Speaking in a Second Language*
29 Chuck Sandy *The Teacher as Builder and Architect*
31 Terry Shortall *The Grammar Question*
33 Susan Steinbach *Video Motivates*
35 Kensaku Yoshida *A Problem of Identity*

Featured Article
37 短期海外研修のもたらすもの 石野はるみ、正木美知子、Brad Visgatis、木村真治 (How short-term overseas study effects students, by Ishino Harumi, Masaki Michiko, Brad Visgatis, Kimura Shinji)

Working Papers
43 Helping Part-Time Teachers Help Themselves

A Chapter in Your Life
44 GALE

My Share
45 Using Masks to Unmask "Shyness" in Speaking a Foreign Language *David R. Mayer*
46 Variations on *Go Fish* *James Fieser*

Departments
48 Book Reviews
49 Recently Received
50 JALT News
51 Bulletin Board
52 SIG News
53 Chapter Reports
54 Chapter Meetings
57 Conference Calendar
58 Job Information Center
14 Advertiser Index

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日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行27字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

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Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (bold-faced or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Malcolm Swanson.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10〜15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

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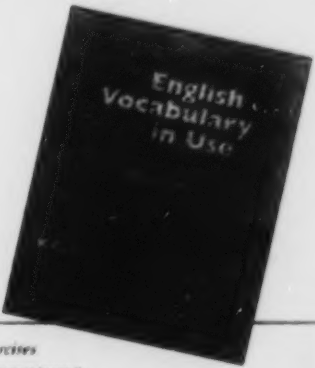

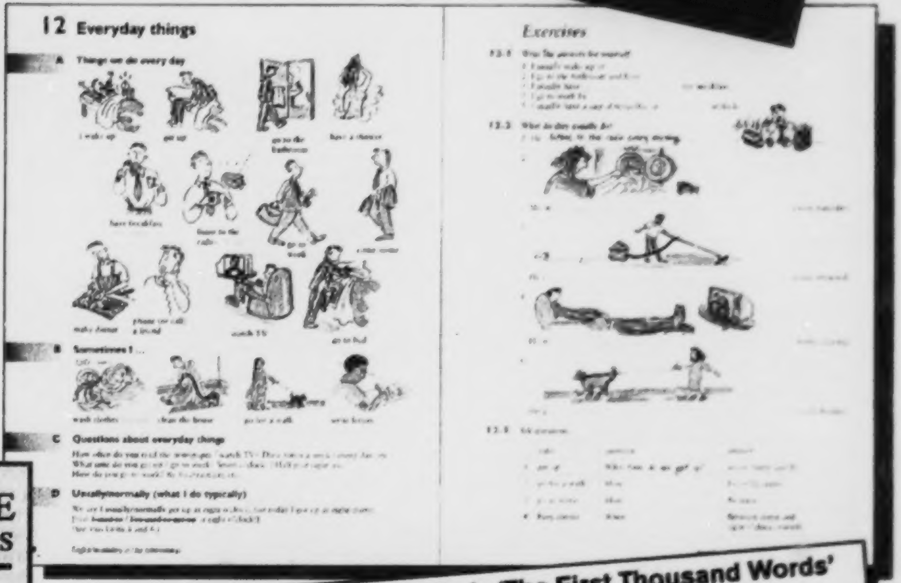

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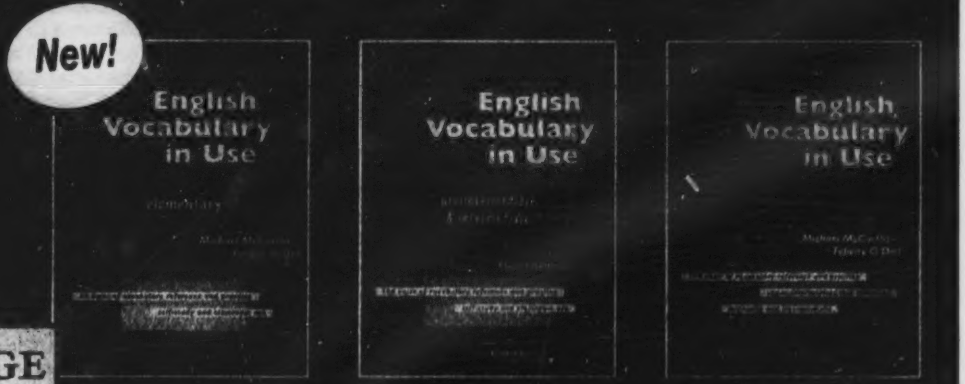
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JALT99 Main Speakers

Dick Allwright

A Personal Introduction: Making Connections

It is very unusual to have an opportunity to try to whet the appetite of prospective conference-goers like this. It is also unusual for a conference theme to be so exactly right for what I would most like to focus on myself at JALT99. "Linking Research and the Classroom" sums up the main focus of my current thinking, but, more important, it also offers me the opportunity to make explicit the highly productive connections I now see between the apparently diverse strands of my research thinking over the last three decades. The three strands of my work that I wish to connect here are these: classroom research, teacher development and teacher associationism, and learner autonomy. I hope to show that they can be brought together helpfully under my general title of "Understanding Classroom Language Learning and Teaching." I also hope to show, through my JALT99 presentations, how *Exploratory Practice*—a proposal for the sustainable integration of research with teaching, and (importantly) with learning—can help us further develop our understandings of classroom language learning and teaching.

Classroom Research

Classroom research came into my life early in the 1970s, when it offered a welcome antidote to the large-scale methodological comparison research of the 1960s, which had failed to demonstrate convincingly the superiority of any method over others. This general failure was largely attributed to the experimenters' apparent lack of concern for what actually happened in the classroom when a new method was introduced, as well as a lack of concern for precisely how teachers interpreted whatever training they had been given (see Allwright, 1988, especially chapter 1). This necessarily left any outcomes strictly uninterpretable. So classroom research, already developing fast as a tool for teacher training, came in to fill in the picture, and naturally focussed on teacher behavior. But I soon realized that I would not be able to understand teacher behavior if I did not also study learner behavior. So I moved to focus on the behavior of learners, but still mostly on the details of the relationship between learner and teacher behavior (see Allwright, 1980). By 1984, however, I had moved on to two more general issues: firstly, the apparently remarkably indirect nature of the relationship between what classroom language teachers teach and what classroom language learners learn, and secondly, what role classroom interaction might play in helping us understand such things (see Allwright, 1984a, 1984b). Those issues were subsequently studied by Assia Slimani for her 1987 Lancaster doctoral thesis. She established just how difficult it was to find a reliable link between the teaching of particular language items and the learning of them. At the same time another of my doctoral students, Safya Cherchalli (1988), was investigating Algerian secondary school learners' reactions to their textbook. In the course of her work she collected an extremely rich gold mine of data about what it was like to be a classroom language learner at that time, in that school in Algeria in the mid-1980s. Particularly interesting to me was her demonstration of how classroom life might look radically different to you as a learner, depending on whether you are doing well or badly, not in absolute terms, but in relation to the other people in the same classroom. For example, high achieving students in a group tended to leave lessons aware of what they had understood and what they had not, and so were able to direct their homework effort accordingly. The relatively low achieving students in the same group, however, would apparently leave the classroom each day believing they had understood everything, then find that they could not do their homework. For them each lesson gave them the illusion of understanding, and each bit of homework disillusioned them rather quickly.

Dick Allwright is a senior lecturer in Applied Linguistics at Lancaster University, UK. His visit to JALT is sponsored by the British Council.

That finding is enough food for thought in itself, but I must leave it to one side here, and merely note that after Cherchalli's work I was less interested in chasing what did or did not get learned, whatever a teacher taught, and more interested in the whole idea of life in the language classroom, and what it was like to be there in this social workplace for all the participants, teachers, and learners.

Teacher Development and Teacher Associationism

At the time Slimani and Cherchalli were doing their doctoral research, however, I was also heavily involved in TESOL (as Research Committee Chair, then Executive

本稿は筆者のJALT99における講演の背景を説明するもので、特にクラスルームリサーチ、教員の研修及び相互協力、そして学習者の自律という3つの分野における筆者の研究に言及している。これらの研究は、リサーチと教室を融合し、維持するための提案である、Exploratory Practiceに基づいている。

Board Member, then President). This brought teacher development to my active consciousness, especially when Yoby Guindo, President of MATE, the newly established national language teacher association in Mali, asked me to help him work out what contribution it could make, and how, to the development of English language teachers nationally in Mali. I had already been impressed by the potential of small local groups of teachers as a vehicle for professional development, through my contact with the English Language Teaching Community in Bangalore, South India (see Allwright, 1991). They had already made an explicit connection between teacher associationism and teacher development, with classroom research as the main vehicle (see Naidu et al., 1992).

But, when I tried introducing classroom research as a vehicle for teacher development, both in print (Allwright, 1991) and in practice, I was forced very quickly to conclude that my standard model of academic research, which was being advocated as a key component of Action Research (see Nunan, 1992), was just not appropriate to the institutional and classroom realities of the people I was working with at that time—teachers of English in the *Cultura Inglesa*, Rio de Janeiro (see Allwright & Lenzuen, 1997).

Learner Autonomy

At that time, I also had a third distinct strand to my applied linguistic thinking—learner autonomy. Like most people in the field at that time I saw learner autonomy both as a vehicle for improving language learning achievement in the short-term, and, following the Council of Europe in its work under the heading of *Language Learning for European Citizenship* (see Trim, 1988, p. 3; Huttunen, 1993, pp. 1-3), as a vehicle for the long-term development of generations of learners able to cope with the decision-making demands of living in modern democratic states. So it was natural for me to propose, on a visit to the *Cultura Inglesa*, that learner autonomy should be one of the topics addressed in our weekly discussions. I was immediately challenged to deal with teacher autonomy as well, however, and that made a connection which has proved very productive for me. I could now see learner autonomy, with its impossible internal paradox of having to decide what right you have to interfere with anyone else's autonomy by trying to train them to be autonomous, as another form of professional development. This did not resolve the paradox, but it did mean I could now apply my thinking about teacher development and classroom research to my thinking about development for learners, and look for ways of connecting them fruitfully.

Making the Connection via Exploratory Practice

I was already disillusioned with academic classroom research as a vehicle for teacher development, and the problems it raised—placing intolerable burdens on already busy people—promised to be even more problematic for learners. But I still had faith in systematic investigation as a key vehicle for development. So it became abundantly clear to me that I needed to rethink my own notion of classroom research and to develop new ideas on classroom investigation, ideas that would make practical sense for both teachers and learners. The basic ideas came readily enough, because in my work I was fortunate to be meeting groups of teachers regularly, in the visits I made to the *Cultura*'s branches in Rio. They showed me how extremely busy teachers could nevertheless conduct valuable investigatory work in their own classrooms, as an integral part of their pedagogy. We first called it *Exploratory Teaching*, then *Exploratory Practice*, when we realized the importance the ideas held for learners as well as teachers . At JALT99 I will set out its rationale in detail; my workshop will offer participants a more direct, practical understanding of Exploratory Practice in the language classroom.

For now, suffice it to say that Exploratory Practice is founded on two basic principles: (a) The main aim is understanding, rather than problem solving, principally, but not exclusively, because intelligent problem-solving surely depends upon an adequate prior understanding of the problem to be solved. (b) Any work for understanding must not get in the way, but must instead be a productive part of the pedagogy, for learners as well as for teachers.

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Anna Uhl Chamot

Learning Strategy Instruction in the English Classroom

How can English teachers accelerate the language learning of their students? One way is to teach students how to learn more effectively and efficiently. Learning strategies are "procedures or techniques that learners can use to facilitate a learning task" (Chamot, Barnhardt, El-Dinary, & Robbins, 1999, p. 2). Learning strategies instruction can help students of English become better learners. In addition, skill in using learning strategies assists students in becoming independent, confident learners. Finally, students become more motivated as they begin to understand the relationship between their use of strategies and success in learning English.

Students need to develop an awareness of the learning processes and strategies that lead to success. This awareness of one's own thinking processes is termed *metacognition* or *metacognitive awareness*. Students who reflect on their own thinking are more likely to engage in metacognitive processes such as planning how to proceed with a learning task, monitoring their own performance on an ongoing basis, finding solutions to problems encountered, and evaluating themselves upon task completion. These metacognitive activities may be difficult for students accustomed to having a teacher who solves all their learning problems and is the sole judge of their progress. Teachers need to encourage students to rely more on themselves and less on the teacher.

Because learning strategies are mental processes with few observable manifestations, teachers need to find ways to make the strategies as concrete as possible. For example, strategies such as applying one's prior knowledge or making inferences during reading cannot be observed, and students may encounter some difficulty in understanding and using these types of strategies. The following suggestions can assist teachers in planning to make strategies instruction more concrete:

1. Give each strategy a name and refer to it consistently by the name selected. Table 1 provides a list of strategy names and definitions.
2. Explain the purpose of the strategy and when to use it.
3. List strategies with definitions on a poster or write strategies on laminated cards that can be posted on the class bulletin board. Refer to the posted strategies when they are taught and practiced.
4. Prepare student materials that include the name of the strategy to be practiced and a brief explanation of how to use the strategy.

The instructional sequence developed for the Cognitive Academic Language Learning Approach (CALLA) (Chamot & O'Malley, 1994) has provided a useful framework for language learning strategies teaching (see Chamot et al., 1999). The sequence provides a five-phase recursive cycle for introducing, teaching, practicing, evaluating, and applying learning strategies. In this approach, highly explicit instruction in applying strategies to learning tasks is gradually faded so that students can begin to assume greater responsibility in selecting and applying appropriate learning strategies. The cycle repeats as new strategies or new applications are added to students' strategic repertoires. The five phases of the CALLA instructional sequence are as follows (see also Chamot & O'Malley, 1994; Chamot et al., 1999):

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Preparation. The purpose of this phase is to help students identify the strategies they are already using and to develop their metacognitive awareness of the relationship between their own mental processes and effective learning. By identifying students' prior knowledge about and current use of learning strategies, teachers can diagnose the needs of their students for learning strategies instruction. Activities in the *Preparation* stage can include class discussions about strategies used for recent learning tasks, group or individual interviews about strategies used for particular tasks, think-aloud sessions in which students describe their thought processes while they work on a task, questionnaires or checklists about strategies used, and diary entries about individual approaches to language learning.

Presentation. This phase focuses on explaining and modeling the learning strategy or strategies. The teacher communicates to students information about the characteristics, usefulness, and applications of the strategy to be taught. Perhaps the most powerful way in which to accomplish this purpose is for the teacher to model his or her own personal use of the strategy. For example, the teacher might think aloud while reading a text displayed on the overhead projector. Strategies the teacher might demonstrate while reading could include making predictions based on the title, using illustrations to recall prior knowledge of the topic, selectively attending to headings and bold-faced text, monitoring comprehension and making decisions about how unfamiliar words, structures, or ideas should be treated, and, finally, evaluating how successful he or she

学習ストラテジーは学生を上手な、独立した、やる気のある学習者とするのに役立つ。学習ストラテジーは、準備(学生がすでに知っているストラテジーの確認)、提示(新しいストラテジーの提示と模範)、練習(学生による自然なタスクでの実際の使用)、評価(学生によるストラテジーの効果の評価)、発展(学生によるストラテジーの様々なコンテクストでの応用)の4つの順で指導することができる。

has been in learning from the text. The teacher can then ask students to recall the strategies they observed, and the teacher can further describe the strategies, provide a specific name for each strategy, and explain when the strategy can be used most effectively. This modeling helps students visualize themselves working successfully on a similar task.

Practice. In this phase, students have the opportunity of practicing the learning strategy with an authentic learning task. The practice will frequently take place during collaborative work with classmates. For example, a group of students might read a story, then describe the images the story evoked in each, discuss unfamiliar words encountered and infer meanings through context cues, and take turns summarizing the main points of the story. Strategies can be practiced with any language or content task, and can involve any combination of language modalities.

Evaluation. The main purpose of this phase is to provide students with opportunities to evaluate their own success in using learning strategies, thus developing their metacognitive awareness of their own learning processes. Activities that develop students' self-evaluation insights include debriefing discussions after strategies practice, learning logs in which students record the results of their learning strategies applications, checklists of strategies used, and open-ended questionnaires in which students can express their opinions about the usefulness of particular strategies.

Expansion. In this phase students make personal decisions about the strategies that they find most effective, apply these strategies to new contexts in other classes as well as in the English class, and devise their own individual combinations and interpretations of learning strategies. By this stage, the goal of learning strategies instruction has been achieved, for students have become independently strategic and are able to reflect on and regulate their own learning. (For additional suggestions and examples of learning strategy activities, see Chamot et al., 1999.)

A feature of the CALLA instructional sequence is that the needs and thoughts of students are central to all instruction. The sequence guides students towards increasing levels of independence, fostering attitudes of academic self-efficacy.

Learning strategies for Foreign Language Students

Organizational Planning: Setting a learning goal; planning how to carry out a project, write a story, or solve a problem.

Predicting: Using parts of a text (such as illustrations, titles, headings, organization) or a real life situation and your own background knowledge to anticipate what is likely to occur next.

Self-management: Seeking or arranging the conditions that help you learn.

Activating Prior Knowledge: Using your background knowledge to understand and learn something new, brainstorming relevant words and ideas, making associations and analogies; writing or telling what you know.

Monitoring: Being aware of how well a task is going, how well you are understanding while listening or reading, or how well you are expressing your ideas when speaking or writing.

Selective Attention: Focusing on specific aspects of a task, such as locating patterns in a story, identifying key words or ideas, listening to or scanning a text for particular information, or observing relevant items or phenomena.

Using and Making Rules: Applying a rule (phonetic, grammatical, linguistic, mathematical, scientific, or other) to understand a text or complete a task; figuring out rules or patterns from examples.

Note-taking: Writing down key information in verbal, graphic, or numerical form, often as concept maps, spider maps, T-lists, time lines, or other types of graphic organizers.

Imagery: Using mental or real pictures or other visual cues to understand or remember information, or to solve a problem.

Cooperation: Working with classmates to complete a task or project, demonstrate a process or product, share knowledge, solve problems, give and receive feedback, and develop social skills.

Making Inferences: Using the context of an oral or written text and your own background knowledge to guess at meanings of unfamiliar words or ideas.

Substitution: Using a synonym, paraphrase, or circumlocution when you want to express an idea and do not know the exact word(s) you need.

Using Resources: Using reference materials (books, dictionaries, encyclopedias, videos, exhibitions, performances, computer programs and databases, the Internet, and so forth) to find information or complete a task.

Classification: Grouping words, concepts, physical objects, numbers, or quantities according to their attributes; constructing graphic organizers to show a classification.

Questioning for Clarification: Negotiating meaning by asking for clarification, explanation, confirmation, rephrasing, or examples.

Summarizing: Making a mental, oral, or written summary of something you listened to or read; retelling a story or other text in your own words.

Self-assessment: Completing a task, then judging how well you did, whether you reached your goal, and how effective your learning strategies or problem-solving procedures were.

Adapted from: Chamot, A. U. (1996). *Accelerating achievement with learning strategies.* Glenview, IL: Scott Foresman Addison Wesley.

Ongoing monitoring of students' use of both instructed and individually developed strategies is essential if teachers are to scaffold their instruction successfully. In scaffolded instruction, teachers begin with explicit instruction and gradually reduce prompts and cues to students. In this way students begin to assume responsibility for and regulation of their own learning. Individual students may need greater or lesser amounts of explicit strategies instruction, depending on the degree to which they have developed strategies independently of instruction. This is why teachers need to assess their students' ability to use the strategies independently and transfer them to new tasks. When students are able to use instructed strategies without prompting, they need to explore new strategies, new applications, and new opportunities for self-regulated learning. The quest for self-regulated learning is—in common with all forms of self-knowledge—a life-long endeavor, and even high achieving adults can continue to develop their repertoire of effective learning strategies.

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Elizabeth Gatbonton

Investigating Novice and Experienced ESL Teacher Differences: Implications for Teacher Training

Any new insights that can potentially inform language teacher education are welcome in our field today. Since the late 80s, there have been calls to examine, improve, and consolidate the knowledge base of teacher education (Larsen-Freeman, 1990; Clark & Peterson, 1986; Richards & Nunan, 1990; Richards, 1998). For years, people saw this knowledge base largely as information on how to help prospective teachers develop expertise in their subject areas (the content of teaching). So they focused largely on gathering the content necessary for teachers in training to acquire the skills to teach their subjects effectively.

Recently, however, teacher educators have realized that knowing what to teach is only one of the many types of knowledge that teachers bring into their teaching. They also bring knowledge concerned with transforming content into teachable forms. Shulman (1986) suggests that not all content can or need be taught and it takes special skills to know what is teachable and how to package it so that students can learn it (pedagogical content knowledge). Teachers also possess beliefs and implicit theories about teaching (Hollingsworth, 1989; Richards, 1998), formed from their experience as students and from teacher training or experience, which influence their classroom behaviour (Breen, 1991; Johnson 1995; Van Patten, 1997).

Recently, studies of second language acquisition (e.g., Lightbown & Spada, 1993) and classroom instruction studies (e.g., Chaudron, 1988) have been among the most discussed sources of information for a solid knowledge base. But I am focusing here on comparison studies of novice and experienced teachers, which abound in general education (e.g., Fogarty, Wang, & Creek, 1983; Magliaro & Borko, 1986), but are only beginning to appear in L2 teaching (e.g., Almarza, 1996; Johnson, 1994; Richards, Ho, & Giblin, 1996; Richards, Li, & Tang 1998). Nevertheless, I think these studies have interesting implications for L2 teacher education.

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Three Comparison Studies

My studies comparing novice and experienced teachers were the natural offshoot of an earlier study I conducted on experienced ESL teacher's pedagogical knowledge

筆者は経験の浅いＥＳＬ教師と熟練の教師の二つのグループの比較研究のいくつかを取り挙げ、それらの結果が二つのグループ間の違いを具体的に示唆するだろうと説明する。また、様々な段階において見ることができるそのような教師間の相違は、経験の浅い教師の教育に対する知識の欠落によってもたらされている可能性があり、筆者はこのような知識の欠落を教員養成の場で改善できないかを吟味する。

(Gatbonton 1999a), asking whether one could gain access to teachers' pedagogical knowledge by probing the thoughts they claimed they had as they taught. The participants were two sets of experienced teachers: Course I teachers (n=3), and Course II (n=4). These groups taught similar courses in English to adult students a year apart. Each teacher had spent at least ten years teaching ESL, five years in communicative language teaching. Novice teachers co-taught Course II, but this study did not focus on them.

I videotaped both sets of teachers teaching their lessons, then asked them to view a one hour-segment of their first or second videotaped lesson and tape record the thoughts they recalled having while teaching these segments. I then conducted qualitative and quantitative analyses on their recorded thoughts. (See Gatbonton 1999a for the full analytical procedure.)

The study confirmed that it is possible to gain access to teachers' knowledge through their revealed thoughts. Each set of teachers independently reported a similar list of 20 to 21 categories of pedagogical knowledge. Some concerned students: for example, noting student reaction and behaviour; knowing student personalities, likes, dislikes, backgrounds, etc. Others focused on teachers: knowing self, self-critique. Still others related to instructional matters: comprehension check, decision-making, language management, organizing group work, probing previous knowledge, procedure check, progress check. The rest focused on affective matters like creating rapport, planned acts like executing the lesson plan, and others—for example, aids.

In a follow-up study (Gatbonton, 1999b) I took the data of the second set of experienced teachers (Course II Teachers) in Gatbonton (1999a) and compared them with the data of novice teachers (n = 4) who co-taught the course. These novice teachers had less than two years' experience beyond their teacher training program's practice teaching, some with none or little.

The analysis revealed that the two groups were similar in important ways. For example, the novice teachers reported categories of pedagogical knowledge that matched 20 of the categories reported by the experienced teachers. Of these 20 categories, a subset of seven or eight were also predominant for both experienced and novice teachers.

But there were also striking differences. For example, two categories—self-critique and note student reactions & behaviour—appeared in the novice teachers' predominant set but not in the experienced teachers' predominant set. In addition, the most frequently reported category for the experienced teacher was language management: the handling of (a) input, the language they wanted their students to be exposed to in the learning activities; and (b) output, the language the students produced. In contrast, language management ranked only third for the novice teachers. Their top category was noting student reaction and behaviour, suggesting that for them charting how the students related to them was more important than ensuring that they learned the language. This result is consistent with the finding in general education that novice teachers focus initially on their relationships with the students and on the task of learning only in latter stages (e.g., Calderhead, 1991).

Since novice and experienced teachers reported differences in the frequency and saliency of language management thoughts, I decided to examine this category further and conducted further content analysis on each of the language management comments from the original study (Gatbonton 1999c). The first aim was to discover what specific strategies of input and output management the teachers were thinking of as they taught. The second was to find out whether the two sets of teachers differed in the kinds of strategies they used and the frequency with which they used them.

The results again revealed interesting similarities between the experienced and novice teachers: for example, similar categories of input management strategies, ranging from making sure that there was input to ensuring that the amount was sufficient, to highlighting the input so students can take note of it, and checking student comprehension. They also reported the same categories of output management strategies. These ranged from simply noting that someone produced or did not produce language to creating situations to provoke the production of certain utterances, to correcting them, and so on.

However, the results also revealed interesting differences. Experienced teachers generally reported more varied strategies per category of input and output management than did novice teachers. For example, in the category of making sure there was input, experienced teachers reported 14 different strategies (e.g., providing input by manipulating the task, providing input through reading, provoking the production of certain utterances using props, eliciting) while novice teachers reported only three.

Implications for teacher training

These results suggest that one can access concrete areas of differences between experienced and novice teachers. Although not all are relevant to teacher education, there is a great deal of possibility that some are. One can conceive of the development of teaching expertise as a continuum, with novice teachers placed at earlier stages and experienced teachers at latter stages. Some differences between teachers found at different stages may reflect novice teachers' gaps in knowledge. Can these gaps be remedied by teacher training? For example, further exploring the differences between novice and experienced teachers' use of language management may reveal a role for teacher training. One can find out, for example, whether and how teaching the different strategies reported by experienced teachers but found missing in novice teachers can affect the latter's development.

Examining these areas, no doubt, requires painstaking and careful research but the efforts will pay off. As mentioned earlier, any insights gained from these studies will inform the knowledge base of teacher education, the building of which is a central task in teacher education these days.

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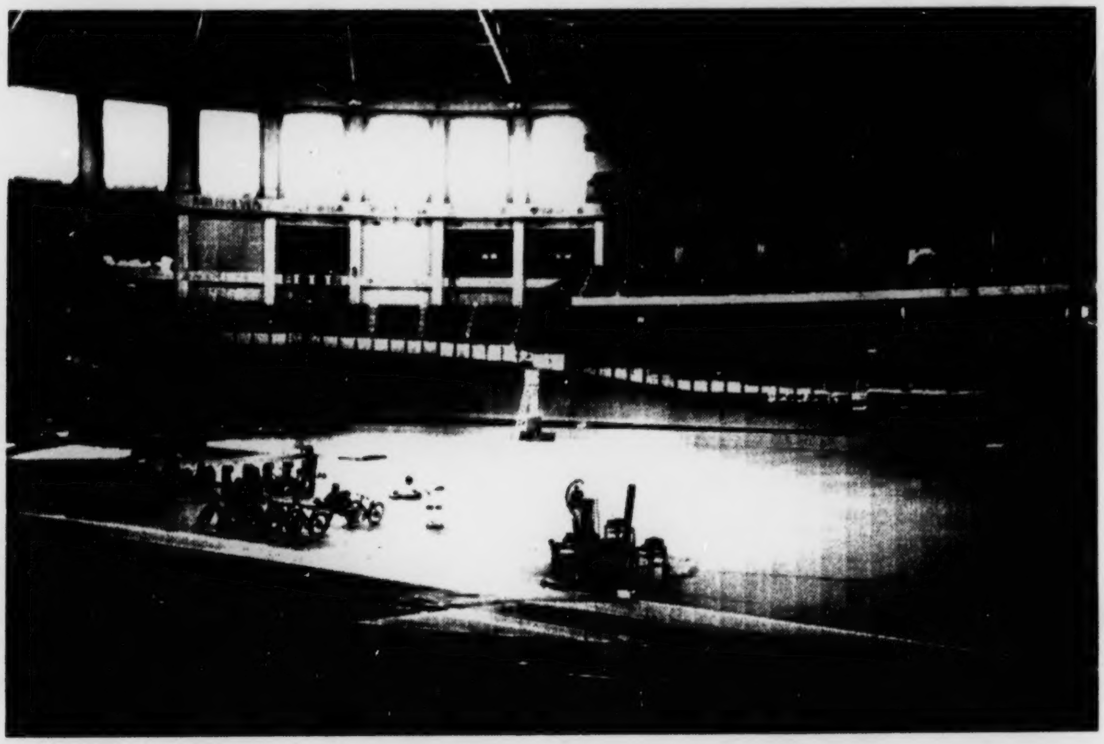

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Mario Rinvolucri

Neurological Frontiers

For 25 years I have worked as a modern language methodologist and now, suddenly, in mid-career, I see a whole new horizon opening before me. For 25 years, in the excellent company of people like Alan Maley, Bernard Dufeu, Andrew Wright, Paul Davis, John Morgan, Jean Marc Care, Herbert Puchta, Luke Prodromou, Donald Freeman, Tessa Woodward, Seth Lindstromberg, and Peter Grundy, I have beavered away at exercises that have certainly made the language classroom much less tedious than it was in the early 70s, a time when I greeted the poverty-stricken bag of activities proposed by Robert O'Neill (1971) in *Kernels Intermediate* with rapture—they were so much better than what we had had before. We now have available a powerful edifice of techniques to use in the EFL classroom, and it is the methodologists who have borrowed them, adapted them, and created them. The fact that maybe not more than 10,000 of the 400,000 colleagues who teach EFL in China's secondary schools know anything about these techniques is a sad one. The fact that you can do a Master's in ELT in the US or the UK and learn very little about the sizeable toolbox now available is a sad fact, too. However, the knowledge and experience are there and available in 200 or 300 teachers' handbooks, from where they gradually filter into the internationally produced course books.

The Snag in the Methodologists' Work

Our main problem over the past 25 years is that we have devised exercises with very little knowledge of how people learn language. We have had to work with little or no scientifically validated knowledge. We have had to follow our hunches and work artistically. Having devised an exercise we have been able to watch students using the scenario in question and then been able to think analytically about how the exercise appears to be helping or not helping the learner. In this area, sadly, the writings of most of the applied linguists have been of little help.

The neurologists of the brain, people like A. Damasio (1994), have recently started publishing material that begins to describe how learning may take place, and which areas of the human brain are involved. With the growth of these neurological studies we are gradually building up a physiological picture of how learning happens. If this continues, then language methodologists will have some basis for favoring Activity A over Activity B in terms of the brain activity provoked by each.

Let me illustrate the way discoveries in neuroscience can suddenly throw light onto an area of language teaching where before what we did was little more than psychological guessing.

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Correction as an Example of an Area Illuminated by Neuroscience

When I first came into teaching 35 years back, correction was not an area of worry or concern. The student made a mistake and I said: "Not '*teburu*,' Hiroi, say 'table.'" Was that not what teachers were there for?

The next step, for me, was to observe students as I corrected them and to wonder what they were really doing with the correction. I began to notice that the Hirois went on saying "table" wrong, despite my best correction effort. I noticed that oceans of scrupulous red ink did not much improve my students' writing.

After doing some psychological reading and after working with some master teachers, like Gattegno, I realized that the acceptability of correction, like the acceptability of any advice, depends on who is giving it, when, and where. By looking at behavior correction in the family, it has become clear that there is a big difference between parental correction and sibling correction, parallel to teacher and peer correction in the classroom. This brought greater clarity into my thinking; and, since then, I have devised a variety of parental correction techniques and sibling ones.

When I began writing letters to students, I realized that I did not want to correct the letters they sent me. It seemed to run against the grain of the communication to give them their letters back with marks all over them. As I corresponded more with students, I realized how right my instinctive refusal to correct had been. By not focusing on the negative, I helped students open their wings and fly across the page, take risks and try to say things they really could not yet say. I then added *principled zero correction* to parental correction and sibling correction.

All this thinking about correction up to this point had been teacherish and psychological. I had only dealt with correction from the outside, social correction. But what about self-correction? Why do second language speakers correct oral mistakes they make a second after making them? How do they do this? Using some of the tools offered by neuro linguistic programming (NLP), I set out to find out how. I discovered that people are very different in the way they self-correct, at least according to the accounts they are able to give of the process. Here is one

脳神経学の研究者達は新しい学識分野を着々と広げていっている。そして、この新しい学識は語学教師にとって、応用言語学のどのような印刷物よりも役立つものとなるであろう。本稿では、前帯状束皮質がエラーコレクションの中心地となっている可能性に焦点をあてている。

native English speaker's reflections on this matter:

> When I am speaking Russian or German and waiting for a speaking turn in a conversation, I will suddenly get an abstract picture of the shape of the grammar I intend to use . . . When this happens my sentence usually comes out correct . . . . My visual monitor serves me well, when it is activated before I speak. However, if it switches on while I am in mid sentence and allows me to see I am making a mistake, then I go to pieces . . . I pause and stumble . . . . This is a very bad feeling. (As cited in Brown, 1999, pp. 39-41.)

This speaker seems to see grammar as a visual entity. This is not always the case. Here another English speaker describes what happens when she is speaking Spanish:

> If I am in mid sentence and I make a mistake I am aware of, I hear one of two voices in my head. One is on the left side and it comes up from below, curls round the left side of my head and then goes out in front of me. This voice is kind, soft and low and it is very easy to accept correction from it. The other moves in a directionally similar way but on my right side. It is harsh, loud and accusatory and I hate accepting correction from it. I fear it. (As cited in Brown, 1999, pp. 39-41)

Accurate, self-reported information about students' inner processes of self-correction is of immediate practical use to the teacher. If I were teaching Russian to the first English speaker, it would never make sense to interrupt his conversational flow to correct anything: Why imitate the dysfunctional side of his inner monitor? If I were teaching Spanish to the second English speaker, I could do great harm by offering correction in a voice that seemed loud or harsh to her.

Self-correction also fascinates the neurologists. They want to know what exactly happens in the brain when someone self-corrects. They have used brain scanning to discover that during error correction there is intense activity in a curve of gray matter just under the frontal lobes, an area known as the anterior cingulate cortex, or ACC. Researchers from Pittsburgh University report that the ACC, when monitored with magnetic resonance imaging, seems to activate whenever its owner gets a simple task wrong (Carter et al., 1990). In their experiment, the subjects were asked to distinguish between different letter sequences. As a language teacher, I am amazed to learn that a discrete set of cells are activating the first English speaker's abstract pictures about Russian grammar and setting off one or the other of the second English speaker's correctional voices. The anterior cingulate cortex is the actual location of the internal process that students have described to me in conscious words.

If only I were competent to read and evaluate what most neurologists are producing, week by week, month by month. Knowledge of what the brain does when we self-correct, when we are corrected by a teacher, when we do not notice our mistakes is central to how EFL teachers should go about teaching. In my view, brain neurology already has offered and will increasingly offer language teachers answers to questions we have not yet had the wit to ask but which, unknowingly, we need answers to.

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Advertiser Index

IFC = inside front cover, IBC = inside back cover,
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Cambridge University Press	2, 4, 12
IDC	IF
LIOJ	42
Longman	16
Macmillan	18, 20, 22
Nellie's	IBC
Nichigai Associates	32
Oxford University Press	OBC, 34
Pearson Ed. Chambers	28
Seabright	34
Seido	33

* * *

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「The Language Teacher」では「読者の声」のコラムを新設しました。誰もが参加できるフォーラムで、とりわけ、普段発言の機会のない皆様からのお便りは大歓迎です。「The Language Teacher」の内容からJALT全般にわたる問題について、読者からの簡潔で時宜を得た(あるいは普遍性のある)お便りをお寄せください。記事に対するご意見のほか、編集者および特定の著者に対するお手紙でも構いません。(記事に対するご意見は、必ず元の記事の問題を明記してください。長めのご意見は従来通りReaders' ViewsまたはOpinions & Perspectivesのコラム宛お送りください。)

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H. Douglas Brown

Some Practical Thoughts about Student-Sensitive Critical Pedagogy

In recent years, the language teaching profession has witnessed a stark increase in the number of articles, chapters, books, and presentations on the "critical" nature of language pedagogy. We language teachers and teacher educators are reminded that we are all driven by convictions about what this world should look like, how its people should behave, how its governments should control that behavior, and how its inhabitants should be partners in the stewardship of the planet. We are told, for example, we should ". . . embody in our teaching a vision of a better and more humane life" (Giroux & McLaren, 1989, p. xiii). Or, as Pennycook stated it, "the crucial issue here is to turn classrooms into places where the accepted canons of knowledge can be challenged and questioned" (1994, p. 298).

However, critical language pedagogy brings with it the reminder that learners of the English language must be free to be themselves, think for themselves, behave intellectually without coercion from a powerful elite (Clarke, 1990), cherish their beliefs and traditions and cultures without the threat of forced change (Edge, 1996). In our classrooms, where "the dynamics of power and domination . . . permeate the fabric of classroom life" (Auerbach, 1995, p. 9), we are alerted to a possible "covert political agenda [beneath our] overt technical agenda" (Phillipson, 1992, p. 27).

Is there a middle ground? Can English language teachers facilitate formation of classroom communities of learners who critically examine moral, ethical, and political issues surrounding them, without pushing a personal agenda? I would like to suggest four principles, along with some examples, of engaging in critical pedagogy while respecting the values and beliefs of our students.

Four Principles

When we focus on critical pedagogy, what first comes to mind is a number of so-called hot topics that we can address in our classrooms. Topics like non-violence, human rights, gender equality, racial or ethnic discrimination, health issues, environmental action, and political activism are controversial, they are sensitive to students' value systems, and they demand critical thinking. I would like to suggest four principles for dealing with such topics:

1. Allow students to express themselves openly. (Be sensitive to power relationships, encourage candid expression.)
2. Genuinely respect students' points of view. (Validate students' points of view.)
3. Encourage both or many sides of an issue. (Embrace all seriously-offered statements, opinions, and beliefs.)
4. Do not force students to think just like you. (Delay or withhold your own opinion.)

Practical Examples

Consider the following examples of classroom activities from around the world. Do they abide by the above principles? Can your classroom replicate any of them?

In Brazil, a curriculum for children takes them on an adventure trip searching for magic glasses which, they discover, will enable them to see the world as it could be if everyone respected it. The program teaches appreciation for Native Indians of Brazil, their culture, stories, and music; it teaches gender roles, animal rights, and environmental stewardship. (Maria Rita Vieira)

In Japan, a classroom research project called "Dreams and Dream Makers" had students choose a person who "worked to make the world a more peaceful place." (Donna McInnis)

In Singapore, an activity called "Stamping out Insults," focused on why people insult others and helped students to learn and use kind, affirming words as they disagreed with one another. (George Jacobs)

From China, a teacher had students study oppression and suppression of free speech in the former Soviet Union, calling for critical analysis of the roots and remedies of such denial of freedom. Without his espousing any particular point of view, and under the guise of offering criticism of another country's practices, students were led to comprehend alternative points of view. (Anonymous by request)

In Armenia, a teacher had students share their grandparents' experiences during the 1915 Armenian genocide when more than 1.5 million Armenians were killed in Turkey. Nearly every student had family members who had been killed. Discussions focused on how ethnic groups could overcome such catastrophes and learn to live together as cooperative, peaceful neighbors. (Nick Dimmitt)

A teacher in Israel told of a unit in which students had to create an ethical marketing and advertising campaign for a product. Cases of Colgate widening the mouth of toothpaste tubes and of Revlon's making the glass on nail polish bottles a little thicker led students to face ethical issues. (Stuart Carroll)

In Egypt, where the status of women is an integral part of the culture, a teacher used an activity that culminated in the students' writing up a "bill of rights" for women in Egypt. (Mona Grant Nashed)

Can you, in turn, engage in sensitive critical pedagogy in your classrooms? What are some activities you can do that would respect students' points of view yet stir them to a higher consciousness of their own role as agents of change? The little differences here and there that you make can add up to fulfilling visions of a better and more humane world.

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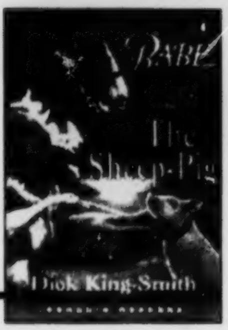
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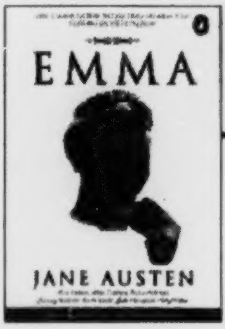
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Christopher N. Candlin & Ken Keobke

Tasks, Materials, and Classroom Contexts

Take a moment to imagine the ideal classroom context. Teachers would have freedom to make choices among a wide range of teaching and learning materials. The learning materials they use would be closely geared to the interests, ages and cultural expectations of their learners. Teaching materials would reflect what we know about the nature of language. The tasks included would be directed at enhancing how learners learn, how they could improve their language performance, and how they could experience, interactively, what each learner could contribute to a common learning purpose.

Classroom life is not like that. Instead, the norm is that teachers are presented with a limited range of materials and tasks, which may have no theoretical basis or may embody contradictory theories of learning and teaching. The room for exploring options for delivering instruction is often limited and frustrating. In the face of such challenges, we ask ourselves, "What is to be done?"

First, we can try to work out the cognitive principles underpinning the tasks and evaluate their effectiveness. Second, we can examine how representative the content and activities of the materials and tasks are to the contexts of teaching and learning in our desirable classroom. Third, we can ask questions about the quality of language exposure the materials provide. Finally, we can question the overall framework of the materials and the extent to which they support (as is often the case) less well-equipped and less experienced teachers to do a good job in difficult circumstances.

The issues facing such teachers working with such materials in such classrooms have often been considered. In many studies, problems have been identified that usually include questions of available time, appropriateness and relevance, teachability of content and tasks, and attuning to learners' levels of competence, both linguistic and cognitive. But the central concerns of our sessions revolve around how to address these issues in a practical way that can benefit teachers and learners. We need to consider how to develop strategies, systems, and structures that can be used to evaluate learning materials and their classroom contexts to allow teachers to reflect intelligently on what they should use, adapt, and discard. We need to develop materials that seek to address at least some of those issues, including increasing student autonomy to make them responsible for their own learning beyond the walls of the classroom.

In approaching these issues, our concerns range from the theoretically-based analysis of language, learning, and classroom context to the development of effective learning materials, both simple (to ensure usability) and complex (to offer insight into the richness of language). Our sessions at JALT99 will focus on evaluation and design of materials as well as appraisal and delivery. Above all, these sessions will address how we might match what we do and the materials and resources we use to the twin demands posed by theory and the contexts of teaching and learning English in a real world.

To achieve these goals, we plan to draw on our complementary experience of linguistics, social psychology, and foreign language teaching pedagogy, to look closely at how theories and research into task-based learning have developed, how they can be adapted into classroom practice, and how we can work out a set of viable guidelines for both task design and materials development. These guidelines need to take into account what we know about language, learning, and how learners navigate the discourses and activities of the classroom and classroom materials. Above all, we are interested in how apparently small changes in the way we teach and how we organize learning can have quite dramatic effects in enhancing learners' opportunities to learn.

Planning is one thing, evaluating is another. Therefore we are also interested in taking our ideas about teacher action research in classrooms further so that we may reflect on the teachability of materials and tasks that enhance teachers' own teaching capacities as well as enhance learners' learning.

理想の教室をイメージすることはその関係者すべてのチャレンジを認識することである。教育・学習教材は利用できる時間、適切さと妥当性、内容及びタスクの教えやすさ、そして言語的にも知識的にも学習者の能力レベルにあわせることで適切なものとなる。筆者のセッションはそのような教材の実用的な評価、デザイン、判断、及び使用法に焦点を置いて進められる。

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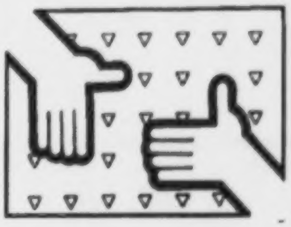
Andy Curtis

Connecting the Hand, the Head, and the Heart:

Reflective Practice and Action Research in the Classroom

The idea of creating connections is such an important one, so fundamental, that we might wonder why it needs to be stated so explicitly. One reason is, I think, because of what I refer to as "the artificial and institutionalized compartmentalization of knowledge." Not, admittedly, a very user-friendly phrase, it does not so much trip off the tongue as it does trip, stumble, and fall out. But it does capture the way in which, from our earliest school days, different types of knowledge are put into nice, neat, and clearly labeled boxes. That happens partly due to real world constraints, such as the need to create teaching timetables and schedules, which give the impression that geography, history, art, first languages, second languages, and so forth are separate areas of knowledge.

So, we grow up with these boxes in our heads and then get to colleges and universities, which reinforce this view by encouraging us to specialize. I have lost count of the number of times I have been told at job interviews that I must "carve out a niche" for myself, usually in response to my interviewers seeing that I publish on, for example, the use of networked writing labs in second language environments, the management, or mismanagement, of systemic educational change, and approaches to reflective practice. So, they ask, "What are you—a computer or techno type, an educational policy type, or a teacher development type?" "All of them," I would reply. This was generally followed by some confusion and the job being offered to someone "more specialized."



Having worked as a clinical biochemist for many years, before becoming a design technology secondary school teacher, before becoming an EAP instructor, before becoming involved in language teacher development, I held the notion of interdisciplinary exploration as a guiding principle long before I had ever heard of words like "interdisciplinary." And despite all the discussion of interdisciplinary research and teaching, the pressure to specialize, to take on a clear role, and to publish in top journals (for "top" read "more theoretical") discourages us from thinking of knowledge in interconnected ways. We forget that all forms of knowledge are connected to all other forms, that there is no one single fact, idea, or opinion that is not related, in some way, to all the others.

Are we teachers or researchers? The answer is "Yes!" Of the many good attempts to define teaching, my favorites are the ones about teaching being a series of endless, moment-to-moment decisions made by the teachers and learners in a particular teaching-learning context. In the same way that we cannot really separate one language skill or modality from another, in the same way we cannot separate learning from teaching, we cannot separate teaching from research.

"I am a teacher, not a researcher. If I had wanted to be a researcher, I would have done a PhD." I have heard this often over the last ten years, and, on the face of it, it seems like a reasonable position. I would certainly not blame anyone for preferring not to go through the trials and tribulations of completing several years of doctoral study. But I think the response, "I'm a teacher, not a researcher," though understandable, says more about the speaker's perception of what it means to be a researcher than of research itself.

Although some writers talk of research with a big R versus research with a small r, my own view of classroom-based research is that it might be best understood through a re-reading of *research* as *re-search*. This small wordplay highlights what I believe to be the main value of classroom-based research: to enable us to view our classrooms, our learners, and our professional selves through fresh eyes; to see things that are there now that perhaps were not before and vice versa. The term *research* can still provoke negative reactions from people who consider themselves classroom teachers. So, what I would like to propose is that we drop the "r-word", and instead use something like CBE or CBPS. Education does not, admittedly, need any more acronyms than it already has, but CBE may help to avoid these understandably negative reactions, as it stands for "Classroom-Based Enquiry" or "Exploration." The alternative, CBPS, stands for "Classroom-Based Problem (or Puzzle) Solving." The enquiry, exploration, and problem- or puzzle-solving all relate to the ways in which we can learn more about what is and is not happening in our classrooms and why. They allow us to step back, to create a little distance, but enough to perhaps see more.

If we want to have a clear view of something, especially of something so very complex as classroom interaction, then being right up close may well not be the best position. If we accept that *re-search* means seeing more clearly through looking with fresh eyes to gain a greater understanding, then we can use research not only to connect our actions and our beliefs, by seeing how close the relationship is to begin with, but also use this insight to bring about any changes which we might wish to make.

研究者としての教師という考えは新しいものではないが、実際の現場ではこれはまれである。本稿ではその理由のいくつかを検討し、リサーチの新しい解釈を提示、さらに現場教師が理論と実践をつなぐためにリサーチをどのように使えるかを説明する。

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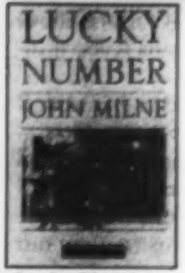

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Richard R. Day

Confessions of a Featured Speaker

My first confession is that many academic articles and books in our profession put me to sleep. There are exceptions, but I find much of the scholarly output boring and uninteresting.

However, I strongly believe in the importance of theory in everything we do, including teaching, research and materials development. Even though we might not be aware of it, our professional lives rest firmly on a theoretical foundation. Nothing is as important as a good theory.

Is there a contradiction between my first confession and my belief about the importance of theory? I do not think so. It is not theoretical concerns that I reject but the theoretical foci of much of what I find in scholarly books and journals: issues not relevant to my major interest—the teaching and learning of foreign languages in general, or of English in particular.

To capture my attention, scholarly work has to have teaching and learning as its theoretical focus. That means I usually ignore articles, for example, that have a section entitled "Implications for the Classroom." Such sections are generally tacked on to reports of investigations that had little to do with teaching and learning and have little to offer language teachers. The audience for such writings is other scholars or researchers, not language teachers.

The Bookworm

That brings me to my second confession. I confess to enjoy teaching English to speakers of other languages. I really like it! Even though I have an academic appointment in a university where a premium is placed on research and publication, I try to keep one foot firmly planted in the ELT classroom.

Is there another contradiction lurking here? What does teaching have to do with theory and research? I believe that the classroom informs both theory and research. Theory and research properly can have their origins in the classroom. The dominant position is the opposite—that we apply theory and the results of research to the classroom, but I disagree. Important theoretical and research questions easily flow from our classrooms.

I believe that my scholarly activities reflect the centrality of the classroom to theory and research. For example, my work in extensive reading (e.g., Day & Bamford, 1998) emerged from an elective reading course I taught in a private Japanese high school. I felt something was missing from the skills and drills approach and realized I wanted my students to enjoy reading, to realize the benefits that come from reading for reading's sake. My search for ways to this led me to extensive reading.

My interest in failed lessons, the subject of one of my JALT99 presentations, *Busted Lessons: When Bad Things Happen to Good Teachers*, arose from teachers' classroom experiences (including my own). I was talking with an ESL teacher who related how a recent class she taught was a "complete bust . . . everything went wrong." I commiserated and told her a similar event of my own. This led me to investigate, and I learned that experienced and inexperienced teachers handle busted lessons differently; that has implications for teacher development.

The JALT99 workshop that I will offer on developing comprehension questions grew out of my ELT reading classrooms. I got tired of the repetitious comprehension questions in the materials I was using. So, like most teachers, I made up my own. Once I started, I read articles on the nature of comprehension. Then, to save myself from re-inventing the wheel, I developed a chart that displayed levels of comprehension and types and forms of questions.

My unhappiness with the commercial materials I used in my reading classes also influenced my work in developing ELT materials. Because the materials I used were so trivial and boring for both my students and me, I vowed that any materials that I developed would deal with important and interesting concerns. So when Junko Yamanaka and I wrote *Impact Issues* (1998) and *Impact Topics* (1999), we included subjects such as capital punishment, spouse abuse, and infidelity.

My third confession is that I find developing materials as satisfying, rewarding, and challenging as doing research. It is exciting to write a compelling and comprehensive story on a real-life topic such as sexual identity or stealing and then make an activity that helps students examine and express their beliefs on the topic.

I close with a declaration, not a fourth confession: I find the annual JALT conference a stimulating and well-balanced mixture of pedagogy, research and theory. There is always something for everyone interested in teaching, materials, and research. I hope to see you there!

筆者は学説の重要性は強く信じているが、学術論文や本にはあまり興味を引かれないことを白状せねばならない。また、研究者である教授という立場にもかかわらず、英語教育を楽しみ、教材開発がリサーチと同じくらい価値があり、興味をそそるものであると考えていることも白状せねばならないだろう。

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Robert Homan & Chris Poel

Cooperative Learning, Motivation, and Expectations

Why Cooperative Learning?

Years ago, when we were young teachers, we found that our students often did not perform well. In fact, when we put the students into groups, they would mostly just sit and do nothing, or they would work by themselves. In other words, a group of four was actually four individuals sharing a common space, but not their thoughts and opinions. After countless attempts at cajoling, persuading, and threatening with bodily harm, we came to the conclusion that students simply were not interested in group work. Fortunately, we were introduced to cooperative learning at that time.

What is Cooperative Learning?

"Cooperative learning restructures the traditional classroom into small, carefully planned learning groups to provide opportunities for all students to work together and learn from each other" (Coelho, Winer, & Winn-Bell Olsen, 1989, p. 3). In other words, cooperative learning, at its simplest, is group work, but it differs significantly from the traditional idea of group work in that each student is responsible for an equal amount of material to be learned and taught. While the learning aspect is basically no different from many traditional activities, the teaching aspect is what really sets cooperative learning apart. During the teaching component, students must use summarizing and explaining strategies, which result in increased interaction and communication. Furthermore, if a discussion results in conflicting opinions, the differences must be resolved to complete the task. All of the above strategies result in increased group social skills, as well as increased communication (Johnson & Johnson, 1991, pp. 41-42).

How does It Improve Motivation?

"In a cooperative classroom, a student who tries hard, attends class regularly, and helps others to learn is praised and encouraged by group mates, much in contrast with the situation in a traditional class" (Slavin, 1990, p. 14). This phenomenon, called positive interdependence, makes cooperative learning one of the better tools for increasing students' motivation. In addition, positive interdependence interacts with a second kind of motivation, individual accountability. In effect, this is a type of negative motivation where students feel they must do their best so that the other group members are not let down. Thus, these dual motivating factors work together to inspire the students to work *as a group*, as opposed to four individuals occupying the same space. (See Johnson & Johnson, 1991, 1994; and Kagan, 1992, for details about positive interdependence and individual accountability.)

What Lies Beyond ?

While there is little doubt that cooperative learning will improve students' motivation in the classroom, it may not be enough. In addition to training them in cooperative group work, the teacher needs to consider the materials they work with. If the level is below the students' intellectual capacity, they will chafe under laboring to study something so trivial. The demotivating factor of simplistic materials can seriously affect students' attitudes, canceling out the motivational gains from cooperative learning.

Moreover, material selection is often influenced by teacher expectations. If the teacher believes that the class level is false-beginner, a textbook which supposedly best suits false-beginners is chosen. However, is this truly best for the students? Could it be that students are demotivated because they have already studied syntactic and lexical concepts far more advanced than those presented in the typical oral English course?

Granted, many students do not have the lexical ability to discuss challenging issues in the second language. However, teachers often tend to forget that they do have the ability to discuss those topics in their first language. The result is that we give students topics to discuss that are oversimplified and, quite frankly, beneath their dignity. Put yourself in the student's place. You are taking challenging courses in your first language in such topics as economics, history, or social studies. You have just passed a test on a difficult reading about the environment. Now, you are in your English conversation class, and the topic of discussion is visiting your grandmother or your favorite food. Are these challenging topics? Are these topics that would inspire you to try to communicate in the second language?

Undoubtedly, many teachers will say that their students cannot even respond to something as simple as "How are you today?" For those instructors, an alternative is to teach pragmatic language use. In other words, make the students aware of how to communicate in a given situation, what they can say to communicate appropriately, and, most significantly, why it is important to do so. This awareness will not only help the students understand why it is important to study English, but will provide a solid foundation for the future.

Thus, teachers need to consider two important factors. First, the organization of the group work tasks must be such that students experience both the positive interdependence and individual accountability that make up such a large part of cooperative learning. Secondly, teachers must change their expectations of their students' intellectual capabilities by providing stimulating materials. When students work effectively in cooperative groups and when they discuss challenging topics, then they will leave class with a true sense of accomplishment and satisfaction.

グループワークでの学習活動における学生の乏しい言語運用は教師にとって不満のたねである。本稿では共同学習が対話の上達にいかに役立つかを、まず共同学習を検討し、その利点を提示し、そして言語学習への意欲向上のためには生徒の知的能力を考慮すべきであることを論じながら説明する。

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Steve Mann

How Do You Respond? Teacher Action, Discourse, and Development

The JALT99 conference theme, "Teacher Action, Teacher Belief: Connecting Research and the Classroom" is an exciting one for me, perhaps because it sets off so many resonances with my work at Aston University as module specialist for methodology. Classroom methodology is determined by a teacher's action and beliefs, which often have an unconscious and reflexive relationship. Part of my work involves enabling teachers to see that teaching routines are a product of beliefs about language learning and education and helping them to begin a process of articulation.

Awareness and Action

Awareness and teacher development depend, then, in the first instance, on connecting actions with corresponding beliefs. As much of our teacher behaviour is routinized (Altrichter et al., 1993), this can have two benefits: (a) rediscovering what was once conscious but has now become routine, and (b) seeing (for the first time) aspects of teaching which have never been considered consciously.

It is clearly essential to connect teacher action with teacher beliefs. What about the other connection inherent in the conference theme? Read one way, "Connecting research and the classroom" echoes the worrying theory and practice distinction (academic theorists distinct from teachers) that results in "a hierarchy of kinds of knowledge" (Schon, 1983, p. 36) and in the application of theory to the classroom. Having reached the end of the century (if not the rainbow), it is clear that TESOL has now recognized the influence of action research on classroom practice. If we are talking about connecting teachers' action research with other teachers' action research, let us increase these connections.

Teacher development is inhibited when teachers leave the responsibility for research to others and adopt the stance of consumers. Sustained teacher development can only take place when teachers take responsibility for their actions. Responsibility can sound heavy, but it is the *responsive* part of responsibility that is important. How do teachers respond to the needs of learners and to the ideas of other teachers?

Personal Methodology and Action Research

My teaching and research work all start with a recognition of the importance of the link between developing personal methodology and action research. I am particularly interested in the ways teachers develop a sense of awareness and of plausibility (Prabhu, 1990) for their teaching actions. This growth in awareness may arise from individual thinking and reflection (learning from one's own experience), reading (learning from the experience of others), and interaction with other teachers.

Thinking and Groping

Evidence from working with teachers on the Aston master's program who are beginning a process of action research suggests that developing connections between what Wallace (1991, p. 14) calls "received knowledge and experiential knowledge" is facilitated by specific tools for thinking and reflection. Mann (1997) suggests the complementary use of focusing circles (Edge, 1992) and mind mapping (Buzan, 1996) as two thinking techniques that have proved helpful for teachers in establishing a focus for research. However, for many teachers, beginning a process of small-scale research is not a simple matter. Clearly time pressures are a perennial block, but also research steps may not be immediately clear. Barnes (1975, p. 13) says that in order to "... frame the questions and answer them, we must grope towards our invisible knowledge and bring it into sight." Recognition that it is teachers who have this "invisible knowledge" and that action research is the best vehicle for revealing it is the key to teacher development.

Connecting through Articulation

In addition to thinking and reflection, teachers benefit from opportunities to talk out ideas with other teachers. I have deliberately used the phrase "talk out," because a great deal of professional teacher talk does not create the conditions for *articulation:* a process of making sense and making things explicit.

I prioritize articulation because normal teacher discourse is characterized by argument and evaluation, which are less conducive to the development of a teacher's sense of plausibility. O'Keefe (1977) established the different senses of *making arguments* and *having arguments*, and this is a useful working distinction. Having the space to talk out or make an argument depends on resisting the temptation to argue or continually evaluate.

Conclusion

My current research interest is primarily focused on the exchanges teachers have in different generic teacher meetings, and I believe we can experiment with the discourse of our professional meetings to better support the kind of articulations which feed and support action research. I want to develop these ideas at JALT99. I look forward to understanding your ideas too. As the Manic Street Preachers say—This is my truth, tell me yours.

教師の養成は彼らの実践とその裏にある考え方を結び付けることで成り立つものである。教師個々の教授法の認識はアクションリサーチを使い、その教え方を調査することで深めることができる。このプロセスは他の教師との交流の機会を増やすことや思考や内省を助ける特定の手段を使うことで促進することができる。

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Michael McCarthy

Turning Numbers into Thoughts: Making Sense of Language Corpora Technology and Observing Language

In 1966, when I first became an English language teacher, computers were in their infancy and were only accessible to a few privileged scientists. Linguists certainly had not yet been able to utilize their potential for language study, even though in that very year, both Halliday (1966) and Sinclair (1966) published forward-looking papers which presaged much of the later research into vocabulary that became possible once linguists got their hands on decent, easy-to-use computers. At that time, observations of language were either made from an anthropological viewpoint (that is to say "out in the field," with linguists living amongst and observing linguistic communities, recording their languages with extensive field-notes and rather clumsy portable tape-recorders), or simply from the linguist's intuition. Nowadays, computing power is cheap and easy to use, digital tape-recorders and text-scanners make data collection very straightforward, and publishers are keen to invest in corpus projects, which they believe will yield new and more powerful information about language usage which can be used in language study materials. The landscape, therefore, has shifted irrevocably. Few would anymore doubt the value of large corpora as a basis for the construction of dictionaries, and it is not at all science fantasy to envisage corpora of billions of words in the very near future, which might inform course books, CD- and DVD-ROM packages, and be available at the drop of a hat on the Internet. Yet we should perhaps stop and ponder awhile on the implications of our present-day abilities, both at the theoretical and practical levels, for our now awesome power at once opens new positive vistas and throws up some potentially thorny issues.

The Evidence: Internal or External?

We are increasingly told by corpus linguists (myself among them, see McCarthy 1998), that our intuitions are not always as reliable as we might like to think they are when it comes to deciding what we really do say and write rather than what we think we say and write. Or rather, in my own case, I would take the line that we are perhaps better at intuiting written forms than spoken ones. This is because we can usually reflect when we write, and we can certainly stop reading and reflect on any piece of writing with relative ease. Speech is different: the vast majority of spoken words we produce drift off into the air never to be heard again, and speech is most typically face-to-face, or at least produced in real time, with little opportunity to reflect. It is my contention, therefore, that when informants are asked to judge the grammaticality of sentences, they "translate" them into written texts and judge them against written norms. Many sentences deemed ungrammatical in writing pass completely unnoticed and unproblematically in even the most educated speech. But the main point about intuition is that it is internal; the evidence comes from within the mind of the linguist or teacher. There is no need to have recourse to the "world out there," especially in the case of the native speaker, for he or she is endowed with "competence," that invisible underbelly that "knows" its native language, even if the visible manifestation, "performance," is often wanting. What flows from a trust in intuition is not only faith in the power of internal evidence, but, almost necessarily, faith that native speakers know better than others, that the educated native speaker represents the highest au-

Table1. *Top Twenty Word Forms, Spoken and Written*

CANCODE Spoken			CIC Written		
Rank	Word	Occurrences	Rank	Word	Occurrences
1	THE	34,951	1	THE	56,153
2	I	30,480	2	OF	29,101
3	AND	28,023	3	AND	27,194
4	YOU	27,306	4	TO	27,000
5	TO	23,152	5	A	23,427
6	A	20,386	6	IN	18,464
7	IT	18,317	7	I	11,869
8	THAT	17,896	8	IT	10,212
9	OF	16,768	9	THAT	9,925
10	YEAH	13,653	10	IS	9,906
11	IN	12,248	11	FOR	9,808
12	ER	10,968	12	WAS	8,470
13	MM	10,563	13	YOU	8,076
14	WAS	9,840	14	ON	7,467
15	KNOW	8,740	15	WITH	7,170
16	IS	8,456	16	AS	7,086
17	SO	8,391	17	BE	6,275
18	IT'S	8,004	18	HE	5,975
19	THEY	7,783	19	AT	5,414
20	BUT	7,343	20	HAVE	5,241

thority in any dispute over usage. Where native speakers are not on hand, grammars and dictionaries based on the written evidence of the canon of great writers in any culture can be called to give evidence.

Such a view of the world held water until linguists began to get access to large spoken corpora. I am one such privileged linguist. With my colleague, Ronald Carter at the University of Nottingham, UK, I codirect the CANCODE spoken corpus project, sponsored by Cambridge University Press. The corpus consists of five million words of conversations recorded in everyday situations in the islands of Britain and Ireland. Cambridge University Press, with whom the copyright resides, have also generously given us access to their massive, 100-million word Cambridge International (written and spoken) Corpus (CIC), so that we can make comparisons between speech and writing.

Among the many striking things about a spoken corpus is the extremely wide range of tolerance and relaxed use of forms that would often be considered problematic in writing (Carter & McCarthy, 1995, 1997). Writers orient towards standard norms; speakers accommodate to one another and to the moment. The spoken corpus is a vast treasure, but it is one which throws up real challenges. What is more, the evidence is all external: it is simply "text," but that does not mean it is "objective" or free from cultural and ideological problems.

Unlike the written evidence, the spoken corpus is not based on a canon of the writings of the great and the good in any culture; it is simply ordinary people talking in ordinary ways in ordinary situations, and significant ideological issues are raised by using a spoken corpus of native speakers, such as CANCODE. If the range of speakers is demographically representative, then predictably, widely different levels of competence (whether linguistic or communicative) will be apparent among the speakers in the corpus, just as is the case with writing. The spoken corpus will include many speakers who strike us as able, clear, communicative and expressive; it will also include those who stumble, who make a bad job of getting their meanings over, who display eccentric usage, and so on. Many of the native speakers in a corpus will be less proficient than many non-native speakers known to us. The automatic claim of the native speaker to represent the ideal target for the learner is therefore held up to question. Seen from a communicative point of view (and in many cases also from the point of view of grammatical accuracy vis-à-vis standard grammars), in the real world there are expert and inexpert native speakers, and expert and inexpert non-native speakers.

The ideological shift required is one that takes us from the notion of the native speaker to the notion of the *expert and informed user*, in the knowledge that both may be rather difficult to define within our present sociocultural frameworks. Identifying criteria for expert use of or expert knowledge in a language like English in different cultural contexts is an urgent one, and one which will be necessary if we are to develop a notion of standard that is not tied to old-world, written norms and simply perceived as another manifestation of linguistic imperialism. The alternative is probably unattainable: to assemble a database that is truly representative of all the thousands of types of spoken English that occur in thousands of contexts around the world, 24 hours of every day.

Humanizing the Numbers Game

So far, I have asserted that corpora, especially spoken ones, are powerful external evidence of how speech communities and cultures communicate, and we need to shift our ideological perspectives to value them fully (a shift from reliance on intuition and from the elevation of the native speaker as the source of authority). But how should expert users of a language such as English, amongst whom I include the native and non-native speaker readers of this journal, in a practical sense, approach corpus evidence when it is available?

As with so much research, a balance of the quantitative and the qualitative is obviously desirable. "Quantitative" here refers to the allure of numbers and statistics, which computer software can generate with great ease (see Figure 1). "Qualitative" in this case means humanistic interpretation, plausible explanations of the data, seeing through the numbers to the culture that produced them, and modeling the data for language teaching in a way that is *relevant* for our purposes. Another balance necessary to strike is that between language teaching that is *corpus-driven* and that which is *corpus-informed*. A corpus-driven approach is absolutely faithful to the evidence of the corpus; a corpus-informed approach takes insight from the corpus, but filters that insight through common-sense language teaching practices. For instance, we might take a real vocabulary collocation from the corpus, such as "have lunch" or "have dinner," note that it is much more frequent than "have a car" or "have two sisters," but nonetheless prefer a usable, short, invented context for it in our vocabulary teaching at elementary level, rather than simply "throwing in" a real, and perhaps difficult-to-contextualize utterance, unedited straight from the corpus (see McCarthy & O'Dell, 1999).

Finally, briefly consider how an expert language user might make sense of a small bunch of numbers. Table 1 shows the "top twenty" word forms from million-word spoken and written samples of CANCODE and CIC corpora.

Making sense of these numbers means not only accounting systematically for the presence or absence of certain forms (such as explaining the high incidence of *know* in the spoken list in terms of the interactive discourse marker *you know*), but also appreciating the broader implications for *any* spoken variety of any language, of the fact that a spoken corpus focuses mostly round the words *I* and *you* (note how much lower they rank in the written), and has a very high proportion of vocabulary devoted to interactivity (*yeah, so, but,* and the non-verbal tokens, *er,* and *mm*). And these are only the first 20. Even from these rather semantically empty-looking words, significant qualitative insight can be gained.

With a common-sense, corpus-informed approach, we can achieve the following: (a) reliable external evidence of usage that is not prey to the vagaries of intuition; (b) a deeper understanding of differences between speech and writing; (c) insights into the cultural values that underpin language usage; (d) a resource for expert users, whether native- or non-native speakers, to consult and exploit in ways relevant to their needs; (e) a database from which corpus-informed language teaching materials and other resources can be generated.

現存する数々のコーパスは次第に拡大しており、言語教育におけるその重要性はおそらく続くであろう。しかしながら、それらコーパス、特に口語のコーパスが生み出すイデオロギーの問題は考慮されるべきである。なかでも重大な問題として、外的証拠のステータス、ネイティブスピーカーの権威、そして専門家がコーパスの実証を解釈する時に取るアプローチなどが挙げられるだろう。

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David Nunan

Speaking in a Second Language

When someone asks, "Do you know another language?" they generally mean "Can you speak the language?" But what does it mean to say, "I can speak another language?" To communicate the most rudimentary idea, you need words, and you need to be able to pronounce those words in an accent that other speakers of the language can understand. However, being able to produce isolated words only enables us to communicate in the most rudimentary fashion using "point and grunt" language of the "me Tarzan, you Jane" variety. In addition to being able to pronounce words comprehensibly, we need to put them together in combinations that enable us to convey the meaning we intend. And to do that, we need to draw on the grammatical resources of the language. Many utterances can contain identical words, and yet carry very different meanings. "The dog bit the man" is different from "The man bit the dog." "My brother, who is from New York, is visiting me" is different from "My brother, who is visiting me, is from New York." The words are the same—it is the relationship between the words, or the grammar, that is different (Bygate, 1987; Nunan, 1999a).

And yet knowing sounds, words, and grammar is not the whole story. In order to communicate attitudes and feelings, in order not to offend other people, in order to know when to speak and when to keep silent, when to invite others to speak, and what topics are appropriate for which particular occasion we need conversational skills, cultural knowledge, and intercultural sensitivity. All of these aspects of communication should find their way into the speaking classroom.

In the most general terms, we have two main purposes when we speak. The first of these is to get something (either goods or services), or to offer goods or services to others. The second purpose is simply to socialize. The first purpose results in transactional language, the second in interpersonal language. Any given interaction will usually consist of both transactional and interactional language (for example, when the salesperson in a store says, "Have a nice day").

In any given day, we do lots of different things through language. Here is a partial list of the things I did today. (From this list, you can probably tell quite a lot about where I was and what I was doing.)

- Reconfirmed a flight reservation
- Socialized with friends who were going away
- Asked about the checkout time from my hotel
- Bought a CD
- Bought a gift for my daughter
- Called home

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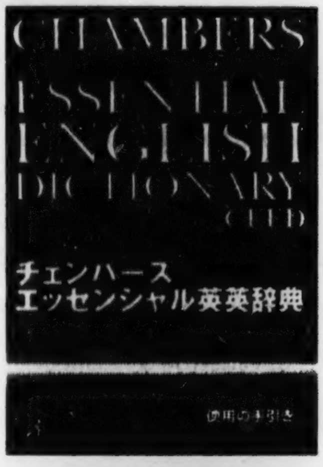
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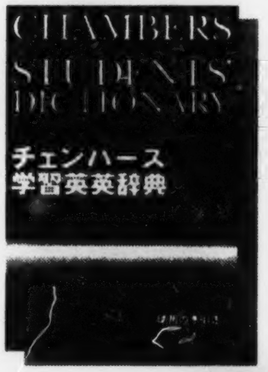
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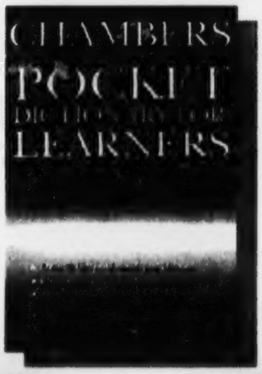
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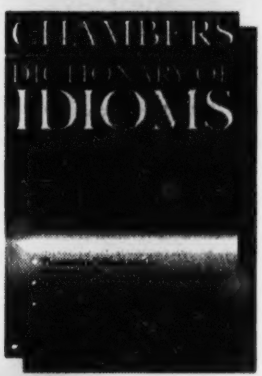
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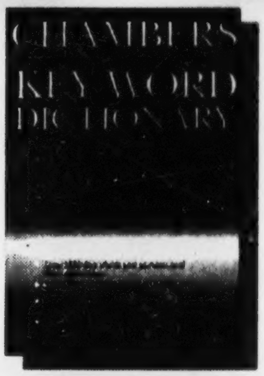
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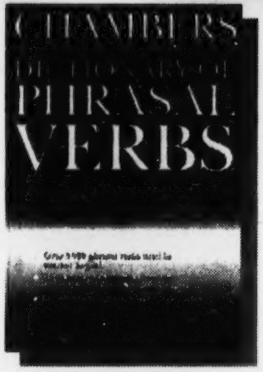
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This list is a selective and partial one. To recall and list every single speaking task performed during the course of a day would probably be impossible. In performing these tasks, I used many different functions—describing things, asking for clarification, making requests, disagreeing politely, making suggestions, and expressing preferences, to name just a few.

In developing courses and materials for teaching speaking, it is important to think about the sorts of things that learners are required to do with language, and then to create tasks that present this language in meaningful contexts. Common functions include the following:

- Identifying and describing people
- Introducing themselves and others
- Giving and accepting greetings
- Giving personal information
- Expressing degrees of certainty
- Asking for and offering help
- Asking where people are from
- Welcoming someone into a home
- Offering goods and services
- Accepting and refusing offers from others
- Asking for permission
- Asking about prices
- Expressing desires
- Making suggestions
- Asking for and identifying location of places
- Giving directions
- Describing procedures
- Describing routines and schedules
- Expressing obligation
- Ordering food and drink
- Asking about and describing likes and dislikes
- Inviting
- Making excuses
- Narrating a sequence of past events
- Making suggestions
- Voicing objections
- Saying what people and jobs are like
- Agreeing and disagreeing
- Expressing preferences

In order to use these functions, and to communicate ideas and feelings effectively, learners need to be able to use language creatively. A major challenge in the language classroom is to move learners from reproductive to creative language tasks. A reproductive task is one in which the student reproduces language provided by the teacher, the textbook, or the tape. Reproductive tasks are designed to give students mastery of form, meaning, and function through exercises in which the learners manipulate and practice the target language items. In most speaking courses, most of the work that learners do involves reproductive language work. The following task, while it is communicative, is also essentially reproductive, because the learners are practicing asking and answering questions that they have been practicing through more controlled activities earlier in the lesson such as "What does Bill like doing?" In contrast with reproductive tasks, creative tasks are those that require learners to come up with language for which they have not been specifically cued. In other words, they are asked to use words, phrases and grammatical structures that they have already learned, but to put these together in new ways. When undertaking such tasks, learners are recombining, in novel ways, forms, meanings and functions that they mastered (or partially mastered) when working on reproductive tasks. (For examples of ways in which we can move learners from reproductive to creative language use, see Nunan, 1999b.)

Developing total fluency in a wide range of situations in another language is an immense undertaking that often overwhelms the learner. Over time, learners become demoralized, their motivation falls, and this often results in their leaving the course. This challenge can be addressed by segmenting the learning process into achievable goals. At the end of each lesson or unit of work, the student should be able to do something that he or she could not do before (or could not do as well).

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Chuck Sandy

The Teacher as Builder and Architect

A building under construction cannot stand wholly on its own. It requires additional support structures to provide assistance and a safe working environment. In the initial stages, a frame, or scaffold, is constructed around the building to provide both this support and a comfortable net of safety. As construction continues, unforeseen weaknesses may be found which require additional scaffolding. Likewise, a section of scaffolding may need to be strengthened due to changes in the building plan or because of the failure to see how the addition of a new element weakens or calls into play a seemingly unrelated part of the underlying structure. Scaffolds are dynamic and are meant to be temporary support structures, so on the other hand, as work progresses and the building becomes more able to stand on its own, sections of scaffolding are removed with the implicit understanding that they can always be reconstructed and put back into place if needed. Of course, one of the final, most thrilling, and perhaps riskiest moments in any construction project is that moment when the scaffolding is removed completely. Will the building stand on its own? Will it function in all the ways it is supposed to? Is there still small detail work which remains to be done? Additional, perhaps unforeseen, work may still be needed, and additional support structures may be required even after the primary scaffolding is removed. A building under construction is a work in progress and can remain such until the day it requires no more than maintenance to keep it whole and functioning.

In one of Vygotsky's loveliest metaphors, instruction is seen as scaffolded support and assistance, and the teacher's role is to provide graded tasks and interactions, allowing students to accomplish activities beyond their scope as independent learners (Vygotsky, 1962). In this metaphor, learners are the buildings under construction, and teachers are the builders and architects, the ones who, with the help of learners, assess the scale and depth of the building project and then work to design and provide the necessary support activities, the scaffolding. In scaffolded literacy instruction, for example, the reading teacher gauges the difference between what comprehension activities students can perform independently and what they can do with the teacher as guide; and then, the teacher designs activities which offer just enough of a scaffold for them to overcome this gap (Pearson & Fielding, 1991). By scaffolding, the teacher controls the aspects of the task "initially beyond the learner's capability, thus permitting him to concentrate upon and complete only those elements that are within his range of competence" (Wood, Bruner, & Ross, 1976). Since scaffolds are dynamic and temporary, they are gradually removed as readers gain skill and fluency, leaving them closer to full membership in the literacy club of independent readers of English.

All instruction is scaffolded assistance, and teachers of whatever sort are builders and architects who construct tasks and experiences to provide support for learners, the buildings under construction. In the case of the reading teacher, to go back to that example, teachers may design prereading tasks dealing with vocabulary or structural elements likely to cause problems in an assigned text. Knowing that these things would likely cause "structural failure," the teacher builds support structures for students, hoping that these will allow learners to accomplish something they could not manage wholly on their own—the reading of a text a bit beyond their capability as independent readers. However, knowing that learners come into the classroom as works in progress with perhaps the foundation already in place, the teacher often chooses to design scaffolded tasks which link this completed work with the work to come. In the reading classroom, these tasks may take the form of prereading discussion questions to activate schema and build on real world knowledge or may be activities which call to mind already known reading skills and text types. The scaffolding is constructed, providing both support and a comfortable net of safety, but then is removed, once readers complete the actual reading task on their own.

If one learner can be seen as a building under construction, then a class full of learners can be seen as a city under construction, one in which each building requires different degrees of scaffolding and support. The moment readers begin working with a text on their own, teachers may find that some learners face difficulties others do not. Some of the buildings in this city of readers may collapse completely, while others may lean dangerously to one side. Some may experience moments of near collapse as they read, while others may finish the task standing upright without need of any scaffolding at all. It is this moment which I find most interesting and challenging as a teacher.

Working simultaneously with an entire city of learners in various stages of development requires the teacher to have at hand a number of flexible scaffolded support tasks which can be offered as needed. The teacher must anticipate in advance not only which learners are likely to collapse, but also in what ways. This, of course, requires in-depth knowledge of the learners' needs, strengths, and weaknesses, as well as the experience to know just when to take away, replace, or add support. Obviously, this is not a simple thing, but the metaphor of scaffolding helps us to see our role in the classroom in a way that goes beyond the success or failure of a particular activity or class session. It also helps up to see that each student comes to us at a different stage of development, requiring more or less support.

As lovely as Vygotsky's metaphor may be, it falls apart in one essential way unless we understand that learners are intelligent beings who are often aware of their own strengths and weaknesses, motivations and needs. While instructors may be the builders and architects of the classroom, students share in their own development as works in progress. In the scaffolded reading classroom, for example, the students are free to ask for particular kinds of support and additional input when they feel it is needed. Students are also free to inform instructors when given support they feel is unnecessary or materials they feel have little relevance to their lives or development. Of course, this provides a degree of messiness to the classroom, but it is this central human element which makes the building process so very interesting.

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JALT 99

全国語学教育学会

The Pre-Conference

Supplement

Teacher Belief
Teacher Action

理論と実践

Connecting Research and the Classroom

研究と教室の架け橋

http://www.jalt.org/conferences/

Green Dome Maebashi, Gunma Prefecture
(about 1 hour from Tokyo)
October 8-11, 1999
群馬県前橋市（東京より約１時間）

Plenary Speakers

Dick Allwright, University of Lancaster, UK
Anna Uhl Chamot, George Washington University, USA
Elizabeth Gatbonton, Concordia University, Canada
Mario Rinvolucri, Pilgrims Ltd. UK

現代に甦る、日本英語学史上の大著！
古き良き美しい「日本語」を英語で表現

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昭和3年に日英社から刊行された『斎藤和英大辞典』のディジタル復刻新版が登場！日本英語学史上に“斎藤文法”の名を残す巨人・斎藤秀三郎の手になる大著を、現代人に使いやすいよう様々なメンテナンスを施して甦らせました。
日本語見出し5万語と、15万の用例・文例を収録。用例には、特に英訳しにくいとされている俳句、和歌、漢詩、都々逸、流行歌詞、当時の慣用表現などの古き良き日本語表現が数多く含まれています。日本の習俗や日本人の思考を英語で表現する際に活躍する画期的辞典です。

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What's Inside

Welcome from the Conference Program Chairs 5
大会企画委員より歓迎のご挨拶
Key Point Guide 6
概要
Job Information Center 7
就職情報センター
The 4 Corners Tour 7
４コーナーツアー
Featured Speaker Workshops 9
特別講演者ワークショップ
Our Plenary Speakers 12
特別招待者紹介
Registration Information 14
大会申込方法
Getting to Maebashi 19
前橋まで交通機関
JALT99 Hotel & Travel Information 20
宿泊・交通機関情報

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The 25th Annual
International Conference on
Language Teaching and Learning
& Educational Materials Expo

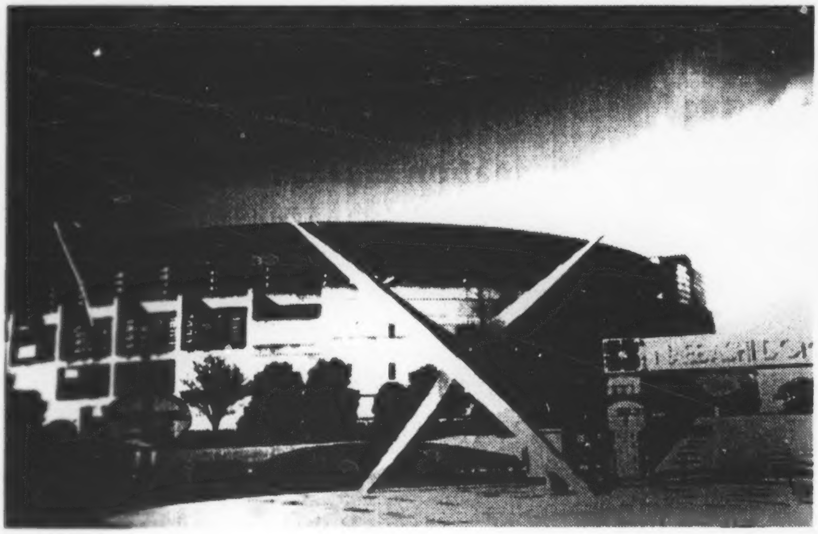
第25回JALT年次国際大会語学教育/学習 & 教材展

Conference Theme

Teacher Belief, Teacher Action:
Connecting Research and the Classroom

大会テーマ　理論と実践：研究と教室の架け橋

October 8-11, 1999 at the Maebashi Green Dome
Gunma Prefecture, Japan (about one hour from Tokyo)



1999年10月8日～11日
群馬県前橋市グリーンドーム（東京より約1時間）

Welcome from the Conference Program Chairs

大会企画委員より歓迎のご挨拶

The Japan Association for Language Teaching (JALT) will hold its 25th Annual International Conference on Language Teaching and Learning & Educational Materials Expo in Maebashi, Japan, from Friday, October 8th to Monday, October 11th 1999. The first day (Friday) will be devoted to workshops sponsored by JALT's Associate Members. On the next three days, the plenary sessions, workshops, colloquia, demonstrations, discussions, forums, poster sessions, and swap meets will be held.

第25回JALT年次国際大会・教材展が1999年10月8日（金）から11日（月）まで群馬県前橋市において開催されます。初日（金曜日）のJALT賛助会員の協賛によるワークショップを皮切りに、その後三日間は基調講演、ワークショップ、コロキア、デモンストレーション、ディスカッション,オープンフォーラム、ポスターセッション、交換会が続きます。

We extend our warmest welcome to you, as we all begin to build JALT 99 together. We look forward to seeing you at the Green Dome in Maebashi in October 1999.

ようこそJALT 99へ。JALT 99を皆さんで成功させましょう。今年１０月の前橋グリーンドームでお会いできることを楽しみにしております。

David Brooks and Jill Robbins,
JALT 99 Conference
Program Co-Chairs
JALT 99 大会企画委員
デービッド・ブルックス、ジル・
ロビンス JALT 98 大会企画委員

25th Anniversary JALT 99

Key Point Guide

This year is our 25 year anniversary and we are excited to offer the best JALT conference yet. In addition to the world-class plenary speakers we have planned a variety of social events to encourage both a fun conference and the most invaluable part of a conference—networking. Here is just a small preview of what you will experience at JALT 99.

Friday, Oct. 8, 1999

On-Site Registration 5:00-7:00 pm
Featured Speaker Workshops
Morning Session: 10:30 am - 1:30 pm—Afternoon Session: 2:30 pm - 5:30 pm

Saturday, Oct. 9, 1999

On-Site Registration 8:30 am On
Plenary Addresses and Dome Arena Events
Opening Ceremony and Plenary Address by Mario Rinvolucri
Plenary Address by Elizabeth Gatbonton
Plenary Speaker Presentation by Anna Uhl Chamot
Conference Theme Roundtable with Dick Allwright, Anna Uhl Chamot, Elizabeth Gatbonton and Mario Rinvolucri
Saturday Night Social Event

Sunday, Oct. 10, 1999

On-Site Registration 8:30 am On
Plenary Addresses and Dome Arena Events
Plenary Address by Anna Uhl Chamot, Plenary Speaker presentations by Elizabeth Gatbonton, Dick Allwright, and Mario Rinvolucri.
Presentation by Asian Scholar, Christianty Nur.
Featured Speaker Special Theme Presentation by David Nunan
JALT99 Celebration Party

Monday, Oct. 11, 1999

On-Site Registration 8:30 am - 11:00
Plenary Addresses and Dome Arena Events:
Plenary Address by Dick Allwright, Plenary Speaker Presentations:
by Elizabeth Gatbonton and Mario Rinvolucri
Educational Materials Exhibition
Saturday & Sunday October 9-10, 9:00 - 5:00, Monday, October 11, 9:00 - 2:00

Social Events at JALT99

Saturday night networking event: Saturday, 2F Main Entrance Hall and Balcony. Enjoy a delightful evening under the stars with music, dancing, food and drink and professional networking.

25th Anniversary Celebration Party: Sunday Evening Main floor. Admission ¥3,000 - advance payment preferable (some tickets available at the door). Tickets include music, some food and drinks. A cash-bar will also be open. Celebrate JALT's 25th anniversary in style.

土曜日パーティー
土曜日午後（入場無料）2階正面玄関ホール　星空のもと音楽、食事、飲み物そして、素晴しい人達との出会いをどうぞお楽しみください。

祝25周年祝賀パーティー　日曜日午後。1Fメインフロアーにて。料金￥3000，なるべく事前に申し込んでください。（多少の当日券もあります）。料金には音楽、軽食、ドリンク代が含まれます。その他キャッシュバーを開設します。JALT 25周年のお祝いを盛り上げましょう。

Conference Schedule On-Line

A detailed schedule of the conference was not available in time for the printing of this supplement. However, an up-to-date schedule will soon be available on the conference web site:

http://www.jalt.org/conferences

Local tourist information and plenary speaker abstracts are also on-line. Please check the web site throughout the summer months and up to the time of the conference, for schedule updates and information about Maebashi and maps of the area around the conference center.

Job Information Center

This service enables teachers and prospective employers to meet one another in a relaxed, professional atmosphere. A wide range of job opportunities for teachers are posted on the JIC Bulletin Boards. Employers have a chance to select from a large number of highly qualified candidates and can interview them on site. Register as early as possible so that interviews can be arranged. Applicants are requested to supply one resume for every position they are interested in.

Saturday Oct. 9th	11:00 - 5:00
Sunday Oct. 10th	9:00 - 5:00
Monday Oct. 1th	9:00 - 1:00

The 4Corners Tour

The 4Corners Tour will be bringing JALT 99's main speakers and this year's Asian Scholar to many of our local chapters and their communities during the two weeks preceding the conference. During their stay in host chapters, the speakers, all of whom are involved in teacher training, will give talks and workshops for the chapters themselves and for other educational institutions in the area. Not only do the chapters benefit, but the speakers are given an opportunity to become more familiar with issues in language education in Japan.

Participants in this year's tour are:
Dick Allwright (Lancaster University, U.K.) Mario Rinvolucri (Pilgrims Ltd, U.K.) Elizabeth Gatbonton (Concordia University, Canada) Anna Uhl Chamot (The George Washington University, USA) Christianty Nur (Sekola Tinggi Bahasa Asing Prayoga Padang University, Indonesia)

We gratefully acknowledge the generous and ongoing sponsorship of the British Council for Dr. Allwright's travel expenses, Cambridge U.K. for their kind support of Mr. Rinvolucri, and of Intercom Press and LIOJ for supporting Christianty Nur during the 4Corners Tour.

There is a good chance that one of these main speakers will be coming to a chapter in your area. For more information, check with your local chapter program chair.

JALT 4Corners Tour では、年次大会招聘講演者が各地の支部を訪れ、講演活動をいたします。各支部主催の講演や地域の教育機関での講演・見学などを通して、日本における語学教育の現状を知っていただくとともに、私共にとっても teacher training specialists としての専門知識にふれる機会でもあります。詳細は、各支部の program chair にお尋ね下さい。

The Pan Asian Series of Conferences

October is language conference season in Asia. First off the mark is PAC2. Seoul, Korea is the place to be during the first three days of October. JALT, KoreaTESOL and ThaiTESOL, in cooperation with IATEFL, TESOL, ETA-ROC (Taiwan), and TESLCanada, co-host a cutting edge international conference on teaching and learning English as a Foreign Language in Asia.

PAC2: Teaching English: Asian Contexts and Cultures

Main speakers include Claire Kramsch from University of California at Berkely; Kensaku Yoshida from Sophia University in Tokyo who is JALT's recommended speaker to PAC2; Kathleen Bailey will be there as TESOL's presidential speaker; IATEFL and the British Council have lined up Michael McCarthy; and another highlight from JALT98, Penny Ur will be there as a special guest of Cambridge University Press.

Active Support from JALT

Special speakers highlighted by JALT for the PAC2 include Bill Acton who will also start a marathon run on the grounds of the 1988 International Olympic Park, the site of PAC2. Laura MacGregor, David Neill, Larry Cisar, Paul Lewis, Neil Cowie, JALT Treasurer David McMurray who is Co-Chair of PAC2, and 14 other well-known JALT members including, JALT president Gene van Troyer and Program Chair Joyce Cunningham will be on hand to rouse interest in JALT and direct PAC2 attendees to the airport to catch flights bound for Narita followed by trains to Maebashi, Green Dome in time for the October 8 start of JALT99.

Competition for speaker slots eased by Collaboration

Close to one hundred teachers from Japan vied for presentation slots alongside hundreds of colleagues in Korea, Thailand, Taiwan, Hong Kong, Singapore, Australia and 20 other countries around the world. The final program will schedule 200 lectures. Many presentations will therefore be collaborative in style. For example JALT's Ian Nakamura will team up with ThaiTESOL's Suchada Nimmannit. Other special programs include a Pan Asian Youth Forum where EFL students from all over Asia will meet and share their stories and concerns, and a Pan Asian Focus on Materials swap meet where publishers and authors based in Asia will discuss the needs of texts, computer and video materials relevant to the Asian student.

Register now for PAC2. Air fares to Seoul from Japan can be had as low as 20,000 yen. The 600 guest conference hotel in Olympic Park also has youth hostel facilities. Check the Internet Site www2.gol.com/users/pndl/PAC/PAC2/PACstart.html or contact <mcmurray@fpu.ac.jp> for further details.

PAC3: 2001: A Language Odyssey

Feeling left out? Attend PAC2 and you're sure to find a colleague to start a collaborative research project so you'll be ready to present at PAC3, which is also JALT's 27th international conference. The site was carefully selected after intensive research of facilities, regional interest and financial support, transport hubs connecting to Asian destinations, and the dynamism of the local team in Kitakyushu Japan. You can visit the virtual site now at http://server1.seafolk.ne.jp/kqjalt/ Or contact Site Chair Margaret Orleans at <tomnpeg@interlink.or.jp> Then please prepare to embark November 22 to 25, 2001 on the language tour of the new millenia: 2001: A Language Odyssey.

Featured Speaker Workshops

Friday, October 8, 1999

Start JALT99 from the beginning and take part in one or two of these special in-depth featured speaker workshops. Each workshop is three hours and limited to 35 people. These workshops are popular features so register early!
When registering be sure to include the workshop code:

M denotes a Morning workshop 10:30-13:30 and
A denotes an Afternoon workshop 14:30-17:30.

Prices can be found with the pre-registration information. On-site registration is also possible depending on availability.

Michael McCarthy, Nottingham University, England.
CREATING DISCOURSE-BASED GRAMMAR MATERIALS
Sponsored by Cambridge University Press

Focus: Creating effective materials with a focus on 'discourse grammar.' Participants will critique existing materials before trying their hands at producing their own. このワークショップの焦点は、「談話文法」にフォーカスをおいた、効果的な教材の開発です。参加者はまず、現存の教材を批評、それから自分たち自身での制作を試みます。(Code A-MM)

Richard Day, University of Hawaii
DEVELOPING COMPREHENSION QUESTIONS
Sponsored by Addison Wesley Longman

Focus: This workshop will focus on designing questions which will help the student to understand a text, and work actively in the process of making sense of a text. このワークショップでは、学生のテキストの理解を高め、テキストを理解する過程において、積極的に考えることに役立つ質問の作り方に焦点を置きます。(Code A-RD)

Kensaku Yoshida, Sophia University
FROM INTERPERSONAL TO INTERCULTURAL COMMUNICATION
Sponsored by Oxford University Press

Focus: this workshop will introduce the Assessment Model of intercultural communication, and present examples of classroom exercises. One tenet of the Model: intercultural communication starts at the interpersonal level, regardless of the interactants' respective cultural backgrounds. Interactants must be willing to adjust their respective viewpoints to arrive at common resolutions to communication problems. このワークショップでは、異文化間コミュニケーション評価モデルと、教室における実際の練習の例を紹介します。コミュニケーションにおける問題に対しては、そのコミュニケーションの参加者が、お互いに納得のいく解決に至るよう、進んで各自の意見を調節することが必要です。(Code A-KY)

Robert Homan, International Christian University—Chris Poel, Musashi Institute of Technology
APPLYING COOPERATIVE LEARNING TO EFL MATERIALS
Sponsored by MacMillan Language House

Focus: this workshop will introduce several cooperative learning techniques and demonstrate how they can be used in a variety of classroom situations. The second part of the workshop will touch on the social aspects of cooperative groupwork and factors to consider when adapting materials for cooperative learning. このワークショップでは、共同学習のいくつかのテクニックを紹介し、様々な授業においてのそれらの利用法を説明、そして、グループワークによる共同学習の社会的側面を検討します。(Code A-RHCP)

Terry Shortall, Birmingham University

THE SEQUENCING OF GRAMMATICAL ITEMS IN COURSEBOOKS

Sponsored by David English House

Focus:This workshop will propose that low-level learners should be presented with prototypical items of language, with a gradual movement towards more real and more authenic examples as proficiency increases. このワークショップでは、低いレベルの学習者には、原型的な項目からはじめ、レベルが上がるにつれて、より本物に近く、自然な例に次第に移行していくべきであることを提案します。ワークショップの参加者はテキストのシラバスや、コーパスのデータを調べ、また、自分たちの直感を観察することでこの考えを評価します。(M-TS)

Steve Mann, Aston University

THE SEARCH IN RESEARCH: ARTICULATION & COOPERATION

Sponsored by Aston University

Focus: This workshop demonstrates ways of working cooperatively with other teachers, especially in beginning a process of action research. It considers how we can best work with other teachers to articulate ideas and develop them into action. このワークショップでは教師同士が、特にアクションリサーチを立ち上げる場合に、どのように協力し合えるかを示します。また、教師間でアイデアを出し合い、それを行動へとつなぐために、いかに協力し合えるかについても考えます。(Code A-SM)

Christopher Candlin & Ken Koebke, City University of Hong Kong

DESIGNING TASKS FOR LANGUAGE LEARNING

Sponsored by MacMillan Language House

Focus: Using the speakers' firthand research and practice, this workshop will enable participants to evaluate and contribute to guidelines for designing and evaluating language learning tasks. 発表者自身が行ったリサーチとその実践を基にしたこのワークショップでは、参加者は、言語学習のタスクをデザインし、評価するためのガイドラインに対して、認識を高めることができるでしょう。(Code M-CCKK)

Andy Curtis, Hong Kong Polytechnic University

CONNECTING HANDS, HEAD AND HEART THROUGH ACTION RESEARCH AND PORTFOLIO CREATING

Sponsored by Teacher Ed & West Tokyo Chapter

Focus: In this workshop participants will consider two ways, carrying out action research and creating teaching portfolios, of making connections between what we do—our hands—how we think about and reflect on what we do—our heads—and how we feel about who we are as professional teacher practitioners—our hearts. 私たちが何をするのか（手)、私たちが自分の行動をどう考え内省するのか（頭)、教師としての自分をどう思うのか（心)。このワークショップでは、これらを結びつける二つの方法、アクションリサーチとポートフォリオ制作について考察します。(Code M-AC)

H. Douglas Brown, San Francisco State University

TEACHERS AS COLLABORATORS: WHAT CAN WE LEARN FROM EACH OTHER?

Sponsored by Prentice-Hall Regents

This workshop will first look at forms of collaboration (including peer coaching, team teaching, classroom "action" research, curriculum revision, and assessment) by reviewing a number of collaborative projects the presenter has been engaged in. このワークショップでは、発表者が携わってきた、数々の協同プロジェクトを振り返ることによって相互指導、ティームティーチング、教室におけるアクションリサーチ、カリキュラム改訂、評価などを含む様々な協力の形を考察します。(Code A-DB)

Susan Steinbach, University of California at Davis
CULTURALLY SPEAKING: BOWLING, BASKETBALL AND RUGBY
Sponsored by Video and Cue Sig

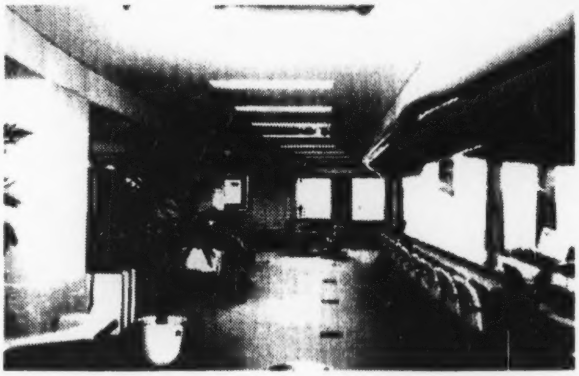
Using sports metaphors, the presenter will describe three major conversational styles found around the globe based upon research by Deborah Tannen. スポーツの暗喩を使って、発表者はデボラ・タナンのリサーチに基づき、世界で使われている三つの主な会話のスタイルを説明します。(Code M-SS)

Chuck Sandy, Chubu University
LEARNING TO SEE - THE POWER OF PEER-OBSERVATION
Sponsored by Cambridge University Press

Participants at this workshop should leave it feeling better equipped to benefit from more focused peer-observations of other teachers. このワークショップに参加した人々は、教師間の、まとをしぼった相互観察の利点について、より深い理解を得たと感じることになるでしょう。(Code M-CS)

David Nunan, The University of Hong Kong and Newport Asia Pacific University
TEACHER RESEARCH IN THE EFL CONTEXT
Sponsored by International Thompson

In this presentation, Professor Nunan will provide his characterization of 'teacher research', describing what it is, what characteristics it shares with other kinds of research, and what makes it unique. ヌーナン教授は、この発表で「教師のリサーチ」とは、いったいどんなものなのか、その特徴のどんなところが他の種類のリサーチと同様なのか、また何がこの種のリサーチを他に類を見ないものとしているのかを説明し、彼なりの解釈を提示します。(Code M-DN)



Although Maebashi Dome is a large structure, there will be many places to rest tired feet and weary minds. These various lounges and halls will provide opportunities to discuss the day's events and, possibly rub elbows with the featured speakers.

Earn Graduate Credit for Participation in JALT 99

The program chairs and national officers of JALT are making efforts to arrange for graduate credit based on participation in conference sessions and follow-up discussion and writing. If you are interested in this program, please send email to Jill Robbins at <robbins@kwansei.ac.jp> or call 090-1077-9508.

New Intensive English Program at JALT 99

If you are interested in: studying English through, helping to set up, or teaching an Intensive English program at JALT 99, please contact Jill Robbins at <robbins@kwansei.ac.jp> or call 090-1077-9508. This program would allow attendees to study English over the three days of the conference.

Our Plenary Speakers

JALT Conferences revolve around our world class plenary speakers. By joining us in Maebashi you will have to opportunity to attend workshops, presentations and, possibly just rub elbows, with these speakers.

Dick Allwright will talk about integrating research and pedagogy in a way that helps teachers and learners improve their understanding of what happens in language classes. Allwright's approach to this understanding is via 'Exploratory Practice,' which takes into consideration the delicate balance between pedagogic and social pressures. Allwright is currently a senior lecturer in applied linguistics at Lancaster University and has more than 30 years of teaching experience in ESL. Allwright is currently involved in supervising research projects in Brazil, Canada, Ethiopia, Israel, Japan, the Philippines, Portugal, Rumania, Spain and the USA. ディック・オールライトは、リサーチと現場での教育の融合について、特にその二つの結びつきにより、教師と学習者の語学の授業に対する理解をいかに深めるかについて話します。オールライトのこの理解に向けてのアプローチは、教育的圧力と社会的圧力の間の微妙なバランスを考慮にいれた“Exploratory Practice”という考えに基づくものです。オールライトは現在、英国ランカスター大学で応用言語学のシニア講師をしており、３０年以上のESL教員の経験があります。また、ブラジル、カナダ、エチオピア、イスラエル、日本、フィリピン、ポルトガル、ルーマニア、スペイン、アメリカと、各国におけるリサーチの指揮も手がけています。

Generously sponsored by the British Council

Anna Uhl Chamot is an associate professor of ESL at George Washington University in Washington DC. She was educated bilingually in Columbia in English and Spanish, so she has a deep understanding of the value of bilingual education, for which she campaigns actively in the US. Chamot has written extensively on the subject of language learning strategies. Her work with strategies-based instruction led to her part in creating the CALLA (Cognitive Academic Language Learning Approach) method, which is widely used in content-based language programs. Her talks at JALT will explain the CALLA method and the value of instruction in language learning strategies. アンナ・ウール・シャモーはワシントンDCのジョージタウン大学の、ESLの助教授です。彼女はコロンビアで英語とスペイン語の両方で教育を受け、バイリンガル教育の価値を充分理解しており、そのための推進活動をアメリカで展開しています。シャモーは言語学習のストラテジーについて数々の論文を執筆しており、その熱意はCALLA (Cognitive Academic Language Learning Approach) 教授法の形成へ向かいました。このCALLA教授法はコンテント・ベースの語学プログラムで広く使われています。シャモーはJALTでこのCALLA教授法と、学習ストラテジー教育の大切さについて話します。

Elizabeth Gatbonton is Associate Professor at the TESL Centre, Concordia University, Montreal, Quebec, Canada. Her research studies are focused on bilingualism, promoting creative automatization, and teachers' pedagogical knowledge. She will explore the reasons for the relatively low status of teaching English as a profession compared to others. She argues that improving this image will be greatly enhanced by having an established body of knowledge that defines teaching. Gatbonton will summarize the main issues in language teacher education research so far conducted and discuss how investigating these issues can contribute to the professionalization of TESL/TEFL. One of Gatbonton's workshops will be on the advantages and pitfalls of investigating teachers' pedagogical knowledge, through analyzing teacher verbalizations of their thoughts while teaching. Gatbonton brings a great deal of experience with her, having taught in Canada, England, China, the Philippines and Vietnam. エリザベス・ガットボントンは英語教師という職業が、なぜ他の職業にくらべ社会的地位が低いかについて考え、このイメージの向上は、教育を定義する確立した知識を持つことで可能になると主張します。ガットボントンは、今までに行われた語学教師の教育に関するリサーチの問題点をまとめ、これらの問題点を調査することが、TESL/TEFL という職業の専門職化に、どのように貢献できるかを論じます。また、彼女のワークショップの一つは、授業中の教師の思考を言語化し、それを分析することで、教師の教育に対する知識を調査した場合に、どのような利点および落とし穴があるかについてです。ガットボントンは、カナダ、英国、中国、フィリピン、ベトナムなどで教えた豊富な経験を持ちます。

Christianty Nur is from Sekola Tinggi Bahasa Asing Prayoga Padang University in Padang, West Sumatra, Indonesia and comes to JALT 99 as the Asian Scholar, selected by JALT to encourage exchanges with teachers in other Pacific Rim countries. Nur will discuss the challenges of teaching English in present day Indonesia. クリスチアニティー・ヌーはインドネシア・ウエスト・スマトラのパタングにあるセコラ・ティンギー・バハサ・アシング・パタング大学から、JALT99 Asian Scholar としてやって来ます。JALT は毎年太平洋地域の国々の、教師間の交流を推進するため、Asian Scholar を支援しています。ヌーは、インドネシアにおける現在の英語教育の場でのチャレンジについて講演します。

Generously sponsored by LIOJ and Intercom Press.

Mario Rinvolucri is a language teacher, teacher trainer and writer for Pilgrims Ltd., in Canterbury, England. Rinvolucri will discuss the implications for language teaching of current research on the neurology of the brain. Another topic of his workshops will be the mutual supervision of language teachers, which involves providing psychological support for teacher development. マリオ・リンボルクリーは、語学教師であるとともに教員養成のトレーナーであり、また英国カンタベリーの Pilgrims Ltd. における執筆者でもあります。リンボルクリーは、最近の脳神経学のリサーチの、言語教育に対する影響について話します。また、彼のワークショップでは語学教師の相互管理について取り上げられます。これは、教師育成のために教師同士が精神的に支え合う機会も提供するものです。

Generously sponsored by Pilgrims, U.K. and Cambridge University Press.

Registration Information

Conference Registration Fees (per person) 大会参加登録料金
Pre–Registration Fees 事前登録 (Deadline: postmarked by Sep.10)

	1 day	2 days	3 days
JALT Member 会員 (current as of Oct.)	¥8,500	¥12,000	¥15,000
Conference Member 一般	¥11,500	¥16,000	¥19,000
On–site Registration Fees 当登録			
JALT Member 会員 (current as of Oct.)	¥10,000	¥14,000	¥18,000
Conference Member 一般	¥13,000	¥18,000	¥22,000
Featured Speaker Workshops–each/for two 大会前のワークショップ（1 講座 /2 講座）			
JALT Member 会員 (current as of Oct.)		¥4,000/¥8000	
Conference Member 一般		¥5,000/¥10,000	
Celebration Party 祝賀パーテイー		¥3,000	

***Member rates are available only for the JALT current member as of October, 1999.** If you pay for your membership at the time of registration you can register as a member. You can pay JALT membership and registration fees by VISA or Master Card, however you cannot only pay JALT membership by credit cards. Group members should pay their membership fees by postal furikae, not by cards.

Pre–registration Deadline : September 10 (Friday)

How to Register for JALT 99

Pre-registration is the cheapest and smoothest way to guarantee a good start to JALT 99. Please take advantage of the discounted pre-rigistration rates and register before the September 10, 1999, deadline. After processing your pre-registration application, an acknowledgement card will be issued in and after August, which you can exchange for your name tag and conference bag at the conference site. On-site registration will take place at the conference site on Friday, October 8, 5:00 - 7:00 p.m. and throughout the remaining days of the conference. VISA and Master Card will be accepted at the conference site, too.

Members must show the membership certificate to register on site at the member rate. Teachers of the public schools in Gunma can register at the member rate by using the special application form. Please contact JALT Central Office.

Within Japan

1. By Postal Furikae –attached on the inside backpage

Fill out the attached postal furikae form in English or Roman letter, and make payment at a post office. Make sure to state your names, mailing address, date(s) to attend, code(s) of Featured Speaker Workshop(s), etc. Use one form for each person. Contact the JALT Central Office if you require additional forms.

2. By VISA or Master Card

1. Find the form in this supplement marked JALT 99 registration - VISA and Master Card Users. Use one form for each person.
2. Fill out the form. Print clearly. Be sure to list your names, mailing address, date(s)

Pre-Registration Form - for credit card users only

VISA and Master Card Users

Name: (M/F) Last		First
Address: Home/Work (c/o) (in Romaji)		
Postal code:		
Tel (H):	Tel(W) :	Mem. No:
Fax(H):	Fax(W):	Chapter
Institution		

Pre-Registration Fees: (dead line: Postmarked by September 10, 1999)

事前参加登録〔9月10日消印まで有効)

1	Conference Fees		1 Day	2 Days	3 Days	Cost ¥
	JALT Members 会員 (current as of Oct/1999)		8,500	12,000	15,000	¥
	Conference Members 一般		11,500	16,000	19,000	¥
	Are you a presenter ?	Yes	No			
	Conference Days:	☐Oct. 9	☐Oct.10	☐Oct.11	Total ( ) Day(s	
2	Featured Speaker Workshop 大会前ワークショップ					
	JALT Members 会員 (current as of Oct/1999)		¥4,000/each x	Session(s)		¥
	Conference Member 一般		¥5,000/each x	Session(s)		¥
	Insert workshop codes	AM	1st choice:		2nd choice:	
	希望ワークショップのコード 記入	PM	1st choice:		2nd choice:	
3	Equipment 機材	☐OHP ¥2,000	☐VHS ¥3,000	☐Audio ¥2,000		¥
4	Celebration Party ﾊﾟ-ﾃｨ-				3,000.00	¥
	Membership Fees (You cannot pay membership only by card)				Office use	/ to /
	Membership	☐New Member		☐Renewal		
	Check in the boxes	☐Regular ¥10,000				¥
		☐ Student ¥ 5,000 (ID needed)				¥
		☐Joint ¥17,000 for two persons				¥
		☐Joint Name :				
		Overseas	☐Seamail ¥ 9.000			
			☐Airmail ¥10.750 (Asia)			
			☐Airmail ¥12,000 (Others)			¥
	SIG ¥1,500/each	Code :				¥
			Grand Total 〔合計〕			¥

Payment〔支払い方法〕： ☐VISA ☐Master

Card Holder Account No （カード所有者番号）：

Name of Card holder（カード所有者名）： (Block Letters)

Month of expiry 〔有効期限〕： Month: Year:

Phone # of Card holder （カード所有者電話番号）： (   ) -

Signature of Card Holder （サイン）：

Date:

Mail to:

JALT Central Office: Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016, Japan
（全国語学教育学会） 110-0016 東京都台東区台東1-37-9 アーバンエッジビル5F

Fax IS NOT acceptable

to attend, code(s) of Featured speaker Workshop if you attend, etc.

3. Make sure that all the information about your credit card is listed. We cannot process any application where any of the information is missing.
4. All payments are in yen.
5. JALT membership payment only cannot be made by credit card.
6. Mail the form to the JALT Central Office. Fax is not acceptable.

Cash or checks will not be accepted

From Overseas

1. By Bank Draft

Fill out the attached postal furikae form and make payment with a bank draft drawn in Japanese yen made payable to JALT. Be sure to add an additional ¥1,500 per bank draft to the total for the Japanese bank draft handling fee. Send your registration application and payment to the JALT Central Office.

2. By Postal Money Order

Send your registration application and International Postal Money Order in yen to the JALT Central Office. No other currency will be honored. No bank service charge is necessary.

3. By VISA or Master Card.

See the instructions for the above 'Within Japan No.2'.

Notes

1. Ordinary Participant's Registration

Only applications postmarked by Friday, September 10 will be accepted at discounted pre-registration rates. After the deadline, participants must register on site. Applications postmarked September 11 and after, if received, will be required to pay an extra charge of ¥2,000 in addition to the on-site rates.

2. Presenter's Registration

Presenters must register for the conference and pay for their equipment charges by Friday, August 27 (postmarked). Those failing to do so will have their presentations canceled. JALT can only provide the equipment detailed in your letter of presentation acceptance and paid for at the time of pre-registration. In the case of a group of presenters the group leader or contact person must pay the equipment charges.

3. Cancellation

The final deadline for receipt by the JALT Central Office of cancellation for conference, featured speaker workshop registration and party tickets is Friday, September 24, 5:00 p.m. Requests will not be honored after this deadline. All requests for refunds must be made in writing. A cancellation charge of ¥3,000 will be deducted from your payment. There will be no refunds of any kind given at the conference site. All refunds will be made to the registrant by postal money order about 3 months after the conference.

4. Balance Due

A note for balance due will be given on the acknowledgement card. Make payment by postal furikae only, before the pre-registration deadline. You will receive this note also in case your membership expires before October, 1999. Please pay your memberhsip at the time of registration for smoother process. Acknowledgement card will not be reissued.

5. ***The JALT Central Office will not accept payment for hotel and travel reservations nor will it be responsible for payments for these made by mistake.***

6. It is important for you to retain a copy of your receipt. Your proof of payment is needed for all inquiries to the JALT Central Office regarding payments and refunds.

JALT Central Office: Urban Edge Bldg 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan
Tel: 03-3837-1630 Fax: 03-3837-1631

JALT99 大会参加登録

参加登録の会員料金は、99年10月現在JALT会員である人にのみ適用されます。会員でない方及び10月の時点で会員期限が切れている方も、参加登録と共に JALT会費を支払えば会員料金で申し込めます。VISAやMaster Cardで参加登録費とともに JALT会費を支払う事が出来ますが, JALT会費のみを カードで支払う事は出来ません。グループメンバーのJALT会費についてはカードでなく郵便振替にて支払ってください。群馬県公立校の教師の方々には会員料金が適用されます。申し込みについてはJALT事務局までお問い合わせください。

事前登録の締切：　1999年9月10日（金）

大会参加登録の申し込み方法

99年9月10日（金）までに事前登録されると参加費が割引されますので是非ご利用下さい。事務局は事前参加登録の申し込みを処理した後、8月以降にAcknowledgement Card（受領書）を発行します。大会当日この受領書（及び郵便局で支払った場合は郵便払込票）を大会会場の受け付けに持参し名札と大会バックを受け取って下さい。尚大会会場での当日登録は大会前日の１０月8日（金）午後５時から７時迄及び大会開催中に行い、VISA 及Master Card も受け付けます。当日登録する会員は必ず会員証を持参してください。

国内での事前登録 （次の方法のいずれかにて申し込んで下さい。）

１、郵便振替を使用：　添付の郵便振替用紙に、氏名・住所（ローマ字）・参加日・希望するワークショップのコード等を記入し、郵便局で支払って下さい。振替用紙は一人一枚を使用し、足りない場合はJALT事務局に請求して下さい。

２、VISA 又は Master Card を使用：　添付の JALT99 Registration-VISA and Master Card Users の申し込み用紙に必要事項を記入してJALT事務局に郵送してください。

*注意　１、申し込み用紙は１人１枚を使用。２、クレジットカードの所有者番号、所有者名、有効期限等の詳細を明確に記入。記載不十分なものは受け付けません。３、登録者の名前、住所、参加日その他必要事項を漏れなく記入。４、支払は日本円以外受け付けません。５、クレジットカードで JALT会費 のみを支払う事はできません。6、申し込み用紙をJALT事務局へ郵送。Faxは受け付けません。

現金や小切手での支払いは受け付けません。

海外からの事前登録

英文の How to Register for JALT99 - From Overseas の手順を参照してください。

注意事項

一般の参加登録JALT事務局では大会事前登録を9月10日.（金）（消印有効）迄割引料金で受け付けます。9月11日.（土）以降 は受け付けませんので、当日大会会場で登録して下さい。万一事前登録期限を過ぎて送金された場合は、当日料金の他に 2,000円の追加料金を請求させていただきます。

発表者の参加登録発表者は、8月27日.（金）（消印有効）迄に参加登録を済ませて下さい。参加登録が遅れるとプレゼンテーション が取り消される事もあります。機材使用料は参加費と共に支払っていただきます。プレゼンテーションのアクセプタンスレターに記載されていない機材、事前登録で支払われなかった機材 については用意しません。グループ発表の場合はグループリーダーが機材使用料を支払ってください。参加登録の取り消し大会、ワークショップ、パーティーの参加登録を取り消す場合は、9月24日.（金）午後５時（必着）までに書面にて申し出て下さい。期限内に申し出のあった取り消しについてのみ大会終了の約3ケ月後にキャンセル料 3,000円を差し引いた残額を郵便小為替にて登録者本人に払戻し致します。期限後の取消については理由の如何に拘わらず払戻ししません。

支払いに不足金がある場合支払いに不足金があった場合は、Acknowledgement Card （受領書）でお知らせいたしますので郵便振替にて事前登録期限内に送金して下さい。10月現在会員権が切れている場合も不足金が生じますので大会登録と共に会員の更新をされる様お勧めします。尚不足金が支払われても受領書の再発行は致しませんのでご了承下さい。

JALT 事務局ではホテル／トラベルの申し込みを扱いません。日本トラベルJALT99デスクへ直接申し込んでください。誤って事務局に送られたホテル／トラベル代金についても責任を負いかねますのでご注意下さい。
登録後のお問い合わせには、レシートの提示が必要なので大会後もレシートを保管してください。

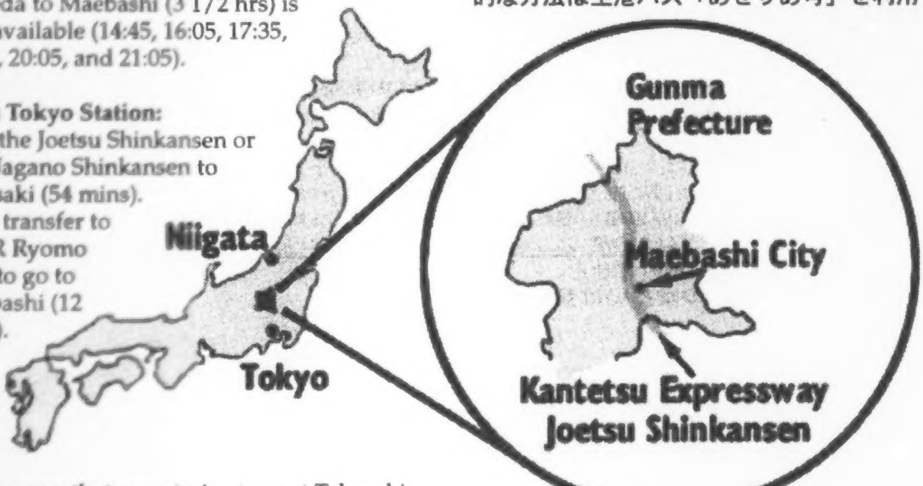
JALT事務局：110-0016東京都台東区台東1-37-9　アーバンエッジビル５F
TEL: 03-3837-1630　FAX: 03-3837-1631

Getting to Maebashi

From Narita Airport:
The easiest way is to take the airport limousine, "AZALEA Express," which travels to Maebashi (3 1/2 hrs) 4 times a day (14:50, 16:10, 18:00 and 20:10 as of April 1999). By train, take the JR Narita Express to Tokyo Station. Then change for Maebashi (see "From Tokyo Station").

From Haneda Airport:
Take the monorail to Hamamatsu-cho. Transfer to a JR train bound for Tokyo Station. Then change for Maebashi (see "From Tokyo Station"). An airport limousine from Haneda to Maebashi (3 1/2 hrs) is also available (14:45, 16:05, 17:35, 19:00, 20:05, and 21:05).

From Tokyo Station:
Take the Joetsu Shinkansen or the Nagano Shinkansen to Takasaki (54 mins). Then transfer to the JR Ryomo Line to go to Maebashi (12 mins).



*Make sure that your train stops at Takasaki because some Shinkansen trains don't.

From the North:
From the Tohoku area, take the Tohoku Shinkansen to Omiya. Then transfer to the Joetsu or Nagano Shinkansen to go to Takasaki. From the Niigata area, take the Joetsu Shinkansen to Takasaki. At Takasaki, take the JR Ryomo Line to go to Maebashi. Getting to Green Dome Maebashi: Green Dome Maebashi is not very far from downtown Maebashi (You can walk if you like).

From Maebashi Station:
It's 15 minutes by regular bus. A taxi will cost you about ¥1000. There'll be shuttle buses at rush hours during JALT99. Driving to Green Dome Maebashi: Exit the Kanetsu Expressway at Maebashi Interchange and take Route 17 to Maebashi. After passing the Gunma Ohashi bridge, turn left at the Kencho-Minami intersection. Then follow the signs to Green Dome Maebashi. Plenty of free parking is available there.

Travel Information:
Nippon Travel Agency JALT99 Desk:
Tel.+81-(0)3-3572-8741, Fax.+81-(0)3-3572-8689, e-mail;
convention_itd@nta.co.jp

Maebashi Convention Bureau:
Tel. 027-235-2211, Fax. 027-235-2233, e-mail:
poemcity@po.gunmanet.or.jp

前橋へ行くには成田空港から：最も簡単で経済的な方法は空港バス「あぜりあ号」を利用することです。前橋まで約3時間30分で、成田から1日に4便(1999年4月現在14:50，16:10，18:00，20:10)出ています。電車を利用される場合には、先ず、JRの「成田エクスプレス」で東京駅まで行きます。その先は、「東京駅から」を参照。

羽田空港から：モノレールでJRの浜松町駅に出て、山手線または京浜東北線で東京駅に行きます。その先は、「東京駅から」を参照。羽田から前橋まで約3時間30分の空港バスも出ています(1999年4月現在14:45，16:05，17:35，19:00，20:05，21:05)。

東京駅から：上越新幹線または長野新幹線で高崎まで行き(約54分)、高崎でJRの両毛線に乗り換えて前橋に行きます(約12分)。東京駅で新幹線に乗る時にその便が高崎に止ることを確かめ下さい。中には止まらない便も有ります。

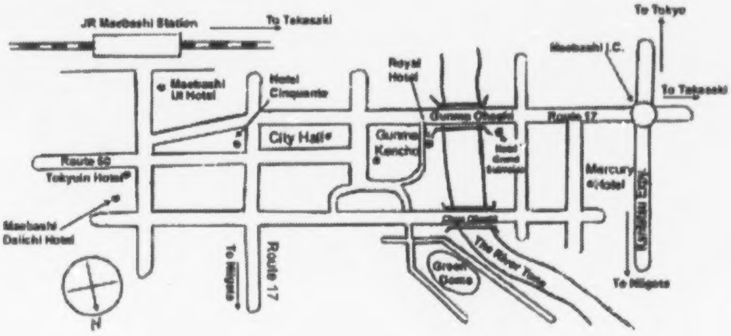
関東以北から：東北地方からは、東北新幹線で

大宮に出て、上越新幹線または長野新幹線に乗り換えます。新潟方面からは上越新幹線です。いずれの場合も高崎で降りて、両毛線に乗り換え、前橋に行きます。

グリーンドーム前橋へ：グリーンドーム前橋は市の中心部からそれほど遠くありませんが、JR前橋駅からは路線バス(グリーンドーム行き)で15分ぐらいです。またタクシーでは料金は約1000円です。また朝と夜の混雑時にはシャトルバスの運行も計画しています。

車で行くには：関越高速道で前橋I.C.から前橋方面に出て、そのまま国道17号を市内に向かう。利根川に架かる群馬大橋を渡ってから、「県庁南」交差点を左に曲がって県庁前に出る。あとは標識に従ってください。

問い合わせ：旅の情報については日本旅行社JALT99デスク(Tel.03-3572-8741、Fax.03-3572-8689、e-mail; convention_itd @ nta.co.jp)、前橋市の事情については前橋コンベンション·ビューロー(Tel.027-235-2211、Fax.027-235-2233、e-mail; poemcity @ po.gunmanet.or.jp)にお願いします。


JR Maebashi Station
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To Tokyo
Maebashi I.C.
To Takasaki
Maebashi Ui Hotel
Hotel Cinquanta
Royal Hotel
Route 17
City Hall
Gunma Kencho
Hotel Grand
Mercury Hotel
Route 50
Tokyuin Hotel
Maebashi Daiichi Hotel
To Niigata
Route 17
Green Dome
The River Tone
To Niigata
N

JALT99 Hotel & Travel Information

The Nippon Travel Agency International Travel Department has secured a large number of single and twin rooms in a variety of hotel types for the duration of JALT99 to satisfy all conference participant's needs and budgets. Many of these rooms are offered at a special discount rate for conference participants. For the reservation of flight tickets and JR tickets, please contact NTA or your nearest NTA branch offices.

Hotel Reservations—Different types of hotels are available to suit your accommodation needs. All give good quality service and are reliable. Rooms are limited, since the conference is once again being held over a popular three day weekend. Please send your reservation in early to receive the hotel of your choice. The rates listed are per room and include the 10% service charge and consumption tax. Breakfast is not included. The size of each room is in square meters. Rates are in Japanese yen. There will be shuttle bus service from Maebashi Station and hotels in Maebashi listed here to Green Dom, the Site. For details, please check the JALT website after late September, 1999.

How to Apply—Apply by sending the attached application form(see page 22) by either facsimile(03-3572-8689) or post to Nippon Travel Agency International Travel Department, JALT99 Desk. Send in your applications as early as possible since they will be handled on a first come first served basis. If a room in the type of hotel you requested is not available, another hotel in the nearest available class will be substituted. The deadline for receipt of application forms is Friday, August 27, 1999.

Confirmation and Payment—Notices of confirmation and a detailed invoice of charges will be sent by September 10,1999. Hotel name, location in relation to conference site, room rate and transportation details(airline carrier, flight number, departure time, etc.) will be provided at this time and not before.

Please remit payment in full by credit card(American Express, VISA, Master Card and DC Card accepted) or bank transfer. For conference participants residing inside Japan a postal remittance form will be provided for easy payment at any post office. **Payment in full must be received by Friday, September 22, 1999.** If payment does not arrive by the deadline, all reservations will be automatically canceled. A¥1,000 handling charge per person for both domestic and overseas participants will be added to each person. In case of failure to show without notice, the rest of your reservation will automatically canceled.

Changes and Cancellations

All notices of change and cancellation must be made in writing via facsimile or post to Nippon Travel. Changes or cancellations will not be accepted by telephone. **For Air Tickets** no cancellation charge is assessed up to 14 days(two weeks) prior to departure date. Cancellation thereafter is subject to the following charges ;

Price of Ticket	4-13 days prior to departure	3 days or less prior
¥5,000-¥9,999	¥1,000	¥2,000
¥10,000-¥19,999	¥2,000	¥4,000
¥20,000-¥29,999	¥3,000	¥6,000
¥30,000 and above	¥4,000	¥8,000

In addition to the above charges, a ¥420 cancellation service charge will be assessed per air ticket. Hotel Accommodations—No cancellation charge is assessed up to 21 days (3 weeks) prior to the date of check-in. The following charges will be assessed for any cancellations thereafter ;

20-29 days prior to check in date	¥1,000
5-19 days prior	¥2,000
1-4 days prior	¥8,000
same day	100%(one night)

Cancellation after check-in. Cancellation made one day prior to the canceled night 20% of one night. **Cancellation on the same day** 80% of one night

Only the International Travel Department of Nippon Travel Agency can offer these special discounts to JALT99 participants. Please feel free to call Nippon Travel Agency for further information. Our special conference agent, Ms. Otsuka, speak English. The JALT Central Office will not handle inquiries concerning hotel or travel arrangements.

Nippon Travel Agency International Travel Department, JALT99 Desk

3f, Shimbashi No.1 Eki-mae Building, 2-20-15 Shimbashi, Minato-ku
Tokyo 105-8606 JAPAN
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Every year Nippon Travel arranges multiple rooms at a significant discount. When contacting Nippon Travel with your arrangements, this chart will ease the process. There are a variety of classes and prices to choose from. We have tried to accommodate everyone's preference and budget. Simply find your desired choice, note the code and call the number on the previous page, or use the form on the next page.

Code & Hotel Name		Shuttle Bus	Room type	Sq. m	Rate	Relationship to JALT99 Site	Allot-ment
A-1	**Gunma Royal Hotel** Tel: (027) 223-6111	Yes	Single	16.5	¥11,500	7 min taxi to JR Maebashi	50
			Double (S/U)	14.5	¥11,500		
			Twin	22	¥9,900		
A-2	**Maebashi Tokyu Inn** Tel: (027)221-0109	Yes	Single	15.2	¥8,100	7 min walk to JR Maebashi	125
			Double (S/U)	17.1	¥10,000		
			Twin	18.4	¥14,200		
A-3	**Hotel Cinquante*** Tel: (027)221-1750	Yes	Single	12	¥6,905	5 min taxi to JR Maebashi	37
			Twin	26	¥13,900		
A-4	**Mercury Hotel** Tel: (027)252-0111	Yes	Single (A)	15.8	¥7,800	7 min taxi to JR Shin-Maebashi	69
			Single (B)	16.6	¥10,000		
			Double (S/U)	17.7	¥9,800		
			Double (S/U)	18.7	¥13,000		
			Twin	17.8	¥14,700		
A-5	**Maebashi U I Hotel** Tel: (027)223-0211	Yes	Single	10	¥6,600	5 min walk to JR Maebashi	100
			Twin	16	¥11,200		
			Double (S/U)	20	¥7,350		
A-6	**Hotel Longsand** Tel: (027)251-8311	Yes	Single	13.9	¥5,900	2 min taxi to JR Shin-Maebashi	30
A-7	**Grand Hotel Suimeiso*** Tel: (027)251-5151	Yes	Single	15	¥8,500	5 min taxi to JR Shin Maebashi	51
			Double (S/U)	21.8	¥13,500		
A-8	**Maebashi Daiichi Hotel** Tel: (027)224-3900	Yes	Single	12	¥5,985	10 min walk to JR Maebashi	50
B-1	**Takasaki Washington Hotel Plaza** Tel: (027)324-5111	No	Single	15	¥8,600	3 min walk to JR Takasaki	98
			Twin	16.2	¥16,000		
B-2	**Grand Hotel Hasegawa*** Tel: (027)323-1250	No	Single	13	¥8,200	2 min walk to JR Takasaki	50
			Twin	21.2	¥15,500		
			Double (S/U)	21.8	¥11,500		
B-3	**Takasaki View Hotel** Tel: (027)322-1111	No	Single	16	¥7,870	5 min taxi to JR Takasaki	15
			Twin	20	¥15,200		
B-4	**Hotel Suwa** Tel: (027)363-3511	No	Single	10	¥5,250	15 min taxi to JR Takasaki	90
			Twin	14	¥9,450		
B-5	**Hotel Metropolitan Takasaki** Tel: (027)325-3311	No	Single	17	¥9,100	Adjacento to JR Takasaki	70
			Twin	25	¥17,200		

****No English-speaking staff***

JALT99 Hotel Application Form

Please type or use CAPITAL letters
Please use one form per room

Family Name: Title: Prof. Dr. Mr. Ms.
First Name: Age: M / F
Phone (home): (work):
Fax (home): (work):
Address (in Romaji letters only):

Postal code:
E-mail
School or Company Name:
JALT Member: Yes (Chapter Name:) No

Hotel Accommodations

(Rates include tax and service charge. Breakfast not included.) Indicate 1st, 2nd & 3rd choices. Write both hotel code and name on page. Fill in all spaces.

Choice	Code	Hotel Name	If twin, sharing person's name:
1st			
2nd			
3rd			

Check in Date: Check out Date:
Room Type: Single Twin Twin(s/u) No. of nights:

Those who wish to share a twin room—An invoice will be sent to the delegate for two persons. After the invoice is received, the delegate must remit total payment for two persons; upon receiving the total payment, we will send a confirmation notice to the delegate.

Method of Payment

Credit Card: American Express / Visa / Master Card / Diners
Card Number: ________________________ Valid thru: __/__
Card Holder: ____
Date: ____________________
Signature: ____

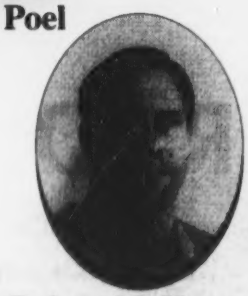
Bank Transfer in Yen to The Tokai Bunk, Shimbashi Branch
Account number: ORDINARY DEPOSIT 1053199
Account name: Nippon Travel Agency
A copy of a receipt upon the transfer should be sent to NTA with the registration number on the "confirmation notice"

Postal Remittance: _________

Deadline for application: Friday, August 27, 1999
Return this form to: NTA JALT99 Desk Telefax: +81-(0)3-3572-8689
http://www.nta.co.jp/kikaku/jalt99/index.htm

Don't miss it!

MLH authors Robert M. Homan and Chris Jon Poel are featured speakers at JALT Maebashi. It's your chance to learn more about the ideas that led to their very successful text *D.E.S.I.R.E.*



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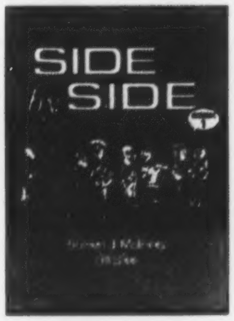
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Terry Shortall

The Grammar Question

When I started to teach EFL in Brazil back in the seventies, life was very simple. We used to teach language as a series of structures, usually in the following order: verb "to be," present continuous, present simple, past simple, and so on. Each class we would drill students mercilessly on the structure of the day, using repetition, substitution, and transformation. At the end of the class, students would file out exhausted, and the teacher would leave knowing that another structure had been conquered. Of course, as students were not actually allowed to communicate in the target language—in case they made and learned from their mistakes—we never actually knew if any of these structures had been learned.

A dozen years later, when I was teaching in Japan, all such certainty was gone. We were told there was a natural order of acquisition that was impervious to instruction (see e.g., Krashen, 1985). Grammar was no longer taught; instead the teachers' room had collections of games and banks of information gap activities.

But grammar never really went away (Tonkyn, 1994), and is to this day an important part of most syllabuses. Teachers still teach grammar, and learners still expect it (see e.g., Richards & Lockhart, 1994). A present-day syllabus will be more eclectic, of course, and will usually have various threads running through the course units: grammar, functions, situations, lexis.

There is widespread recognition now that the teaching of grammar is an important consciousness-raising device (Rutherford, 1987), that it allows learners to notice gaps between their interlanguage and the full target grammar, and that it can accelerate the learning process. This is what Ellis (1993) terms as the weak interface position: There is no longer the expectation that what we teach is necessarily what learners learn, but there is an acknowledgment that explicit grammar instruction is beneficial. A strong interface would be similar to that of the old structuralist school: Learners would be expected to learn each discrete item of grammar before moving on to the next.

Despite these changes in attitude, the grammar items in most course books are similar to those found in classic structural texts (Fries, 1952). There has been little attempt to re-examine textbook grammar, although proposals for the use of authentic materials (Little, 1989) have had some influence on textbook design.

One area that has received little attention in ELT circles is the possibility of applying ideas from cognitive grammar (Langacker, 1987, 1991) and prototype theory (Rosch, 1975; Taylor, 1995) to the description of grammar.

Most people, if asked to name a fruit, will come up with *apple, banana,* or *pear,* but they are unlikely to suggest *tomato* which, although technically a fruit, does not fit in with prototypical notions of fruit because it is usually eaten with salads. Similarly, most people will name *sparrow, seagull,* and *robin* as prototypical of the bird species, but not *penguin* (because it does not fly).

Prototypicality is a cognitive reality. Speakers have a range of prototypicalities built into their minds, and this is as true for linguistic structure as it is for lexical domains. Taylor (1995) gives the example of the past tense, which has three distinct uses: (a) to locate an event or state at a specific time in the past, often accompanied by a time adverbial such as *yesterday* or *last week;* (b) to sequence items with reference to each other, as in fictional or historical narrative; and (c) to denote counterfactuality, as in conditionals (*If I had time . . .*), expressions of wish or desire (*I wish I had time . . .*), and suppositions or suggestions (*What if you talked to him . . .*). The first of these uses is prototypical, and is the meaning most people associate with the past tense. The others are extensions of and from the prototype.

Taylor (1995, p. 197) suggests that "[linguistic] constructions . . . need . . . to be regarded as prototype categories, with some instantiations counting as better examples of the construction than others." It is these "better examples" which are represented in the intuitions of speakers, not only about their own first language, but also about the language to be learned. A principled approach to the description of textbook grammar could, therefore, start out by teaching prototypical grammar items, and gradually introduce less prototypical examples. In this way, the teaching of grammar would tap into learners' intuitions.

At JALT99, I hope to look at a number of grammatical structures, and investigate how these relate to the intuitions of participants. We will see that such exploration reveals some surprising facts about the grammar we know—and the grammar we can teach.

フルーツの名前を一つ挙げろと言われれば、ほとんどの人はりんごやバナナを挙げ、トマトとは答えない。厳密にはトマトはフルーツなのだが、原型的ではないのである。語彙と同様、言語構造にも原型理論の考え方がある。文法を教えるときはそのような原型的なものから始め、学習者の直感と予測を利用し、そして次第に、あまり原型的でない、しかし自然である例を紹介すべきである。

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日本語見出し5万語と、15万の用例・文例を収録。用例には、特に英訳しにくいとされている俳句、和歌、漢詩、都々逸、流行歌詞、当時の慣用表現などの古き良き日本語表現が数多く含まれています。日本の習俗や日本人の思考を英語で表現する際に活躍する画期的辞典です。

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Susan Steinbach

Video Motivates

I look forward to participation in the JALT conference in Maebashi, October 1999! It will be my first JALT conference, thanks to the gracious sponsorship by the very active Video Special Interest Group (SIG) in your organization, headed by Daniel Walsh, and the CUE SIG. I come to Gunma with fresh eyes, curious to explore facets of Japanese culture that I have experienced only from afar, working with Japanese students for more than two decades in an IEP setting at the University of California at Davis. I look forward to meeting many of you.

I have seen Japan through the eyes of students from Sanno, Osaka Jogakuin, Sugiyama University, ALC, Tokiwakai, Johbu, International Christian University, Tokyo University, and the Japanese policemen and women of the National Police Academy. I have taught *ronin* and star students, salarymen and housewives, *shinjinrui* and the older generation. I have watched from afar as Japan went through its bubble economy and now its recession. Japan has been my teacher for many years.

I will be presenting a pre-conference workshop at JALT entitled *Culturally Speaking: Bowling, Basketball and Rugby*. This workshop uses a discourse analysis approach to intercultural communication. Video is the perfect medium to capture variances in verbal and nonverbal communication across cultures. I hit upon the idea of using sports analogies to illustrate the distinct features of different communication styles when reading Nancy Sakamoto's and Reiko Naotsuka's (1982) groundbreaking work *Polite Fictions: Why Japanese and Americans Seem Rude to Each Other*. Over the years, other analogies have been put forth, but a comprehensive framework looking at the major characteristics of communication style on a global scale did not exist. In this workshop, I will use the bowling analogy to capture the main features of the Asian pattern of communication, basketball to capture the major features of the American English pattern of communication, and rugby to capture the Arab, Russian, African and Latin style of communication.

Sociolinguist Deborah Tannen (1984, 1994) implies that we imagine ourselves to behave a certain way when we talk, but filming or recording actual conversations may reveal that we talk or interact in ways we did not realize. To increase my students' awareness of how they speak, I have developed an assessment tool to evaluate their conversational styles and compare their "scores" with others. I will demonstrate this instrument in the workshop. In my search to create a mechanism that produces a paradigm shift for students in their understanding of the subtleties of communication style, I combine the power of self-awareness with the power of video and the power of analogies. If you are interested in video, sociolinguistics, or teaching techniques for conversational fluency, this workshop is for you!

As Chair of the Video Interest Section of TESOL, I bring you greetings from our membership. In March 1999, we celebrated our 10th anniversary at New York TESOL. I look forward to networking with members of the JALT Video SIG, the CUE SIG, and others who share a love of video and multimedia in the classroom. Please visit our web site at http://iac.snow.edu/faculty/dogden/vis/ to learn more about us.

My own interest in video has expanded to the level of creating and producing five videos for the intercultural-ELT classroom, including the *Fluent American English* series (Steinbach, 1996a, 1996b) which serves as the foundation material for my preconference institute. Two other videos premiered at TESOL New York: *Body Language: An International View* (Steinbach, 1999a) and *Voices of Experience: Cross Cultural Adjustment* (Steinbach, 1999b).

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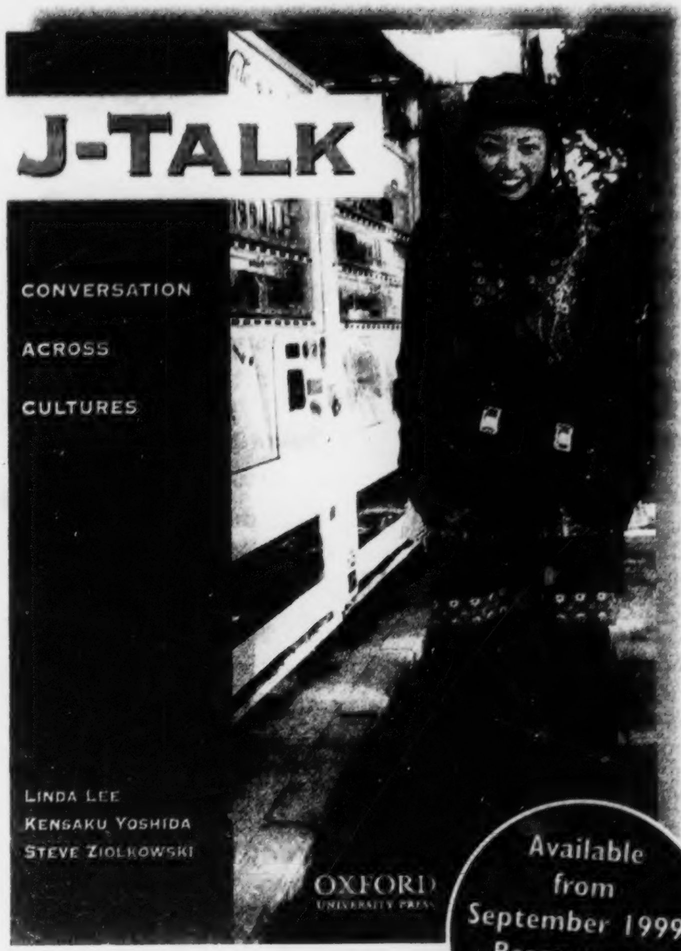
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We can look forward to a bright future in video as the technology continues to develop and expand options for the educational environment. I use video in the classroom because it engages students emotionally and activates multiple learning channels for optimal language acquisition. In my role as Multimedia Lab Director at the University of California at Davis, Extension, I constantly survey the market for videos and films appropriate for language learners. At the beginning of each quarter, I notice that students choose computer software programs to start with. As the quarter goes on, these same students turn to videos during their independent language learning class time. Why the switch? I believe it is because videos engage them both intellectually and emotionally and because videos allow them to relax from the stress of ongoing language input in an intensive format. Students come to class early in order to be able to select a video and gain access to a closed captioned monitor before the machines are snapped up by other students. Video motivates. Its value as an educational tool is both irrefutable and irresistible.

異文化間の様々なコミュニケーションスタイルに対する学生達の意識に変革をもたらそうと、筆者は彼等の自己認識の力に、ビデオとアナロジーの力を組み合わせた方法を用いるようになった。社会言語学、談話分析、または会話の流暢さを上達させる教授方法などに興味がある方々の筆者のワークショップへの参加を期待している。

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Kensaku Yoshida

A Problem of Identity

Japan is still a predominantly monolingual nation with very little concern for the well-being and education of bilingual Japanese or the non-Japanese speaking population living in the country. In this paper, I will discuss the problem of a bilingual's identity from the point of view of linguistic proficiency, using the results of several studies conducted on Japanese.

Personal Experience

I went to the United States at the age of seven, moved to Canada at the age of nine, and finally returned to Japan at the age of thirteen. At the time, there were no ESL or bilingual programs in New York, nor was there a Japanese weekend school. When I returned to Japan, the word *kikokushijo* (returnee) had not yet been invented.

When I first went to New York, I understood no English, and when I returned to Japan six years later, I had forgotten most of my Japanese. I could hardly even write my name in hiragana—let alone in kanji . In the United States and Canada, I did two and a half years of second grade, a half year of third grade, skipped fifth grade; and, back in Japan, I had to do second-year junior high school twice (not much else you could do when you were ranked number one from the bottom, with a one-in-a-hundred chance of getting into senior high school).

The Problem of Identity

Like so many children who have lived abroad, especially during their formative years, I had problems with my identity—was I Japanese or Canadian or American? One of the biggest factors that made me wonder about my identity was my linguistic ability. My Japanese was at the level of a first or second grade elementary school student. What I lacked was not only the knowledge of the language, but also the knowledge of the meanings of almost all of the proverbial and idiomatic expressions that Japanese children learn in elementary school. I did not have the cultural background necessary for understanding Japanese. At the same time, not having lived in the US or Canada as a teenager, not only was my English beginning to get rusty, but I could no longer keep up with the lifestyle and ways of thinking of teenagers my own age living in Canada.

Who was I? Where did I belong? I had great friends in high school. They never ostracized me or made a fool of me because of my grades or my Japanese. The culprit was in me. I felt incomplete, I felt inferior. It took me a long time to understand and accept the idea that a bilingual is not a person who has two monolingual or monocultural identities in one, but a person who has a unique identity, which is not the same linguistically or culturally as that of a monolingual or monocultural person of either culture, but has its basis in both languages and cultures.

Research on Japanese Bilinguals

Research on the so-called "returnees" revealed through word association tests that the Japanese-English bilinguals' associative patterns differed both from those of monolingual Japanese and from monolingual English speakers as well (Yoshida, 1985, 1990). Furthermore, the results of the Perceived Social Distance Questionnaire (Acton, 1979) showed that the closer the bilinguals' word association results were to those of monolingual English speakers, the more affectively distant they felt, implying that cognitive or linguistic adaptation does not necessarily entail affective adaptation.

Tatsumi's (1998) research showed that bilingual Japanese used grammatical structures which showed influences from both Japanese and English. For example, even when describing an event in Japanese, they used more modifiers to describe the trajectory of action verbs than Japanese monolinguals, thus implying that their cognitive processes involved in viewing the world were not necessarily the same as those of the monolingual Japanese, even when Japanese is the common medium of expression).

Furthermore, Nemoto's (1986) research showed that the returnees' use of Japanese honorifics differed significantly from that of monolingual Japanese, implying that bilinguals' perceptions of human relationships differs from those of monolinguals.

Discussion and Conclusion

Returnees and children of immigrants, for the most part, are children who were thrown into a foreign linguistic and cultural environment, not by choice, but because of inevitable circumstances arising from family situations. Although I was able to overcome my difficulties with the help of my optimistic parents, I also had conscientious teachers and understanding friends who accepted me for who I was. Not all returnees or foreigners are as fortunate.

Educators, parents, and educational policy makers need to have a better understanding of the fact that a bilingual is not simply a person who is partly a member of one linguistic group and partly a member of another, but a unique person with an identity of his or her own.

日本の帰国子女の多くはアイデンティティーの問題を経験する。その大きな原因の一つは言語的アイデンティティーにある。本稿では、バイリンガルが二つの単一言語・単一文化的なアイデンティティーをばらばらに持っているのではなく、多言語・多文化的経験に基づいたユニークな統合的アイデンティティーを持っていることを述べる。バイリンガルの特質を知ることは、日本における彼らの教育をよりよいものにするためにも必要不可欠なのである。

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短期海外研修のもたらすもの

How short-term overseas study effects students

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Ⅰ．はじめに

夏期又は春期休暇を利用した４週間程度の短期海外研修は、日本の大学・短期大学が実施する国際交流活動又は外国語学習プログラムの典型として定着した感がある（日本私立短期大学協会外国語教育研究委員会 1994）。このような研修には、参加学生に、外国語能力の向上や学習の動機付け、異文化に対する意識・態度等に、何らかの変化をもたらすことが期待されていると考えられるが、実際にどのような変化をもたらしているのかについては、これまでにいくらかの研究成果（畠山 1989, 1990、松宮他 1988、佐藤 1991、松宮 1992、八島&田中 1996、浅井 1997）があるものの、いまだ明らかにされたとは言い難い。詳細は、石野他（1998）参照。研修効果の検証を困難にしている理由には、短期間に起こる変化を的確に捉えることが容易でないことが考えられる。短期海外研修の前後にTOEFLを実施して研修の効果を調べた研究（Hisama 1995）では、明らかな得点の伸びは認められなかったが、これは外国語能力が全く向上しなかったと考えるよりも、TOEFLにはその向上を検知するsensitivityがなかったと考えるのがより妥当である。つまり、特に短期の海外研修の効果を知るためには、変化を的確に捉えられる尺度が重要になる。また同時に、その変化が持つ意味も重要である。あまりに些細な変化を捉えて海外研修の効果を論じても、実質的な意味は大きくはない。このことはまた外国語能力の向上を測定する場合に限らず、外国語学習の動機付けや異文化に対する意識・態度の変化等を測定する場合でも同様である。

本稿では、短期大学が実施する一般的な短期海外研修プログラムを取り上げ、研修がもたらす変化を捉えられる尺度を独自に作成し、参加学生の異文化に対する意識・態度にもたらした変化を分析・報告する。

Ⅱ．研究の方法

本研究の目的は、海外研修参加者の心的変化を考察することであり、このためには変化を測定できる尺度が不可欠である。この尺度となる質問紙を作成する目的で、筆者らはまず、A短期大学が平成７年度に実施した海外研修（研修先：アメリカとオーストラリア）の参加者を対象に、研修後の「聞き取り」と「質問紙」の２方法で予備調査を行ない、どのようなことに自信を持てるようになったか、どのようなことに驚いたか、どのような気持ち・考え方の変化があったか等、研修中の異文化経験についての有効なデータを124名から収集した。次に、このデータと、筆者らの海外研修引率経験、異文化間コミュニケーション分野の先行研究等（石野他，1998）を基に、A）研修中に経験が予想される事柄、B）経験を通して異文化を意識すると予想される事柄、C）異文化を経験・意識することによる価値観・動機等の心的変化が予想される事柄の３基準に従って質問項目を検討し、最終的に54項目を選定した（表１）。

質問紙は「経験と自信」にかかわる29項目と、「異文化と外国語への意識」にかかわる25項目の２部構成とし、回答方法は無記名とした。「経験と自信」項目については、自信がある(4)～自信がない(1)、「異文化と外国語への意識」項目については、そう思う(4)～そう思わない(1)の４段階Likert法を用いて回答を得た。質問紙は研修の直前直後に２回実施し、その数値の変化を分析した

表２　各海外研修の概要

研修プログラム	アメリカ語学研修（都市部）	オーストラリア語学研修（都市部）	オーストラリアファームステイ
英語専攻短大生参加者	16	54	16
非英語専攻短大生参加者	2	2	5
非英語専攻大学生参加者	0	0	7
参加者合計	18	56	28
有効回答者数（自信の変化）	11	39	19
有効回答者数（意識の変化）	15	49	21
研修期間	4週間	4週間	3週間
英語授業	平日毎日 午前中3時間	平日毎日 午前中3時間	研修期間中 2時間 x 3回
その他の研修内容	午後フィールド・トリップ又は自由時間	午後フィールド・トリップ又は自由時間	フィールド・トリップ又は自由時間
宿泊形態	大学寮	ホームステイ	ホームステイ

表1　質問項目

項目番号	内容	項目番号	内容
1	一人でバスや電車に乗ることができる。	28	いつでも、どこでも自分の持ち物や身の安全に気をつけることができる。
2	一人でタクシーに乗ることができる。	29	列をつくって忍耐強く順番を待つことができる。
3	一人で英語を使って買い物ができる（スーパーマーケットを除く）。	30	家族全員が家事を協力分担しているのは良いことである。
4	一人でレストラン等で英語を使って注文できる。	31	上記のことは、日本人も見習うべきである。
5	英語で簡単な自己紹介をし、自分や家族、学校等についての質問に答えられる。	32	自分の時間や休日を家族と過ごすことを大事にする習慣は良い。
6	人に英語で道を尋ねることができる。	33	上記のことは、日本人も見習うべきである。
7	夕食事等にホストファミリーに自分から進んで話題を提供できる。	34	見知らぬ人にも、親しみやすい態度をとることは良いことである。
8	銀行でトラベラーズチェックを換金したり、円を滞在国の通貨に換えたりできる。	35	上記のことは、日本人も見習うべきである。
9	滞在国内で電話をかけることができる。	36	年齢にかかわらず、お互いの名字よりも名前で呼び合う習慣は良い。
10	ホスト先で電話が鳴ったとき、まわりに誰もいなければ自分が応対できる。	37	上記のことは、日本人も見習うべきである。
11	適当な額のチップを渡せる。	38	滞在国の子供は日本の子供より自分を主張できるようだ。
12	迷惑をかけた相手に、適切な英語で謝ることができる。	39	滞在国の人は日本より質素な暮らしをしている。
13	迷惑をかけられた場合に、適切な英語で注意をしたり、苦情を言うことができる。	40	街中を歩きながら物を食べてもかまわない。
14	困った時は英語で助けを求めることができる。	41	滞在国の生活水準は日本より高い。
15	英語で手助けや手伝いを申し出ることができる。	42	滞在国の文化には秀れたものがある。
16	相手の良いところを見つけたら、素直に英語でほめることができる。	43	滞在国は日本より危険である。
17	身近な日本の事柄を説明し何とか分かってもらえる自信がある。	44	結婚相手は外国人でもかまわない。
18	郵便局に行って、日本に手紙・小包等を送れる。	45	滞在国の男性は日本人の男性より幸せそうである。
19	軽い風邪、腹痛、頭痛、嘔吐程度であれば、医者やホストファミリーに、英語で自分の病状を説明できる。	46	滞在国の女性は日本人の女性より幸せそうである。
20	お世話になった人に、英語でお別れの挨拶ができる。	47	滞在国の人は日本人に対して、偏見、差別意識を持っていない。
21	滞在国で一人で生活できる。	48	滞在国の同年代の女性は、私より精神的に大人だと思う。
22	相手に不快な思いをさせずに、食事をする事ができる。	49	滞在先の英語の授業は今回の海外滞在には役に立ったと思う。
23	誘われたときでも、行きたくない、したくない事であればはっきり断わることができる。	50	中学、高校で勉強した英語は今回の海外滞在には役に立ったと思う。
24	場面に応じて、丁寧な英語の表現（PleaseやThank you等）を使うことができる。	51	大学、短期大学で勉強した英語は今回の海外滞在には役に立ったと思う。
25	滞在国の人と親しくなることができる。	52	海外研修に参加して自分の英語が上達したと思う。
26	滞在国の食生活に適応できる。	53	私は、どんなことをしても英語が話せるようになりたい。
27	家の中で靴を脱がない生活は、私は平気である。	54	日本人に生まれて良かったと思う。

わけであるが、研修直前実施の質問紙には、参加者のそれまでの海外滞在経験の有無等の質問を追加した。また、「経験と自信」にかかわる項目は、「ある行為を経験することにより、その行為について起こる自信の変化」を捉えることを目的とした項目であり、当該行為を研修中に実際に経験したかを参加者に確認する必要があるため、研修後に実施した質問紙には、「当該行為の経験の有無」を問う質問を各項目に追加した。本調査では、このようにして作成した質問紙を用い、A女子短期大学が平成8年度に実施した3種類の海外研修（アメリカ語学研修、オーストラリア語学研修、オーストラリア・ファームステイ）の参加者99名を対象に、研修直前直後にデータ収集を行い、「経験と自信」項目については69の、「異文化と外国語への意識」項目については85の有効回答を得た。表2に各研修の概要を示す。なお、研修内容及び質問紙についての詳細な内容は、石野他（1998）を参照願う。また上記の方法によって収集した自己報告データとは別に、宿泊形態がホームステイであった二つの研修については、ホストファミ

表3　研修先別、自信の変化と経験

項目番号	オーストラリア語学研修　n=39						ファームステイ　n=19						アメリカ語学研修　n=11						全　体　n=69				
	研修前		研修後		変化	経験率	研修前		研修後		変化	経験率	研修前		研修後		変化	経験率	経験あり		経験なし		経験率
	平均	標準偏差	平均	標準偏差			平均	標準偏差	平均	標準偏差			平均	標準偏差	平均	標準偏差			平均	標準偏差	平均	標準偏差	
1	2.45	0.94	3.68	0.47	1.24	0.62	2.58	1.02	2.58	0.84	0.00	0.00	2.73	0.79	3.18	0.60	0.45	0.18	1.08	0.89	0.56	1.20	0.38
2	2.11	0.89	2.92	0.48	0.82	0.21	2.21	0.92	2.21	0.71	0.00	0.00	2.55	0.82	2.18	0.98	-0.36	0.00	0.50	0.93	0.36	1.17	0.12
3	2.61	0.74	3.71	0.47	1.11	0.87	2.37	0.68	3.16	0.69	0.79	0.74	2.45	0.82	3.45	0.52	1.00	0.73	0.96	0.87	1.00	0.71	0.81
4	2.50	0.68	3.37	0.54	0.87	0.54	2.21	0.79	2.74	0.65	0.53	0.37	2.36	0.81	3.09	0.70	0.73	0.27	0.68	0.75	0.78	0.82	0.45
5	2.53	0.79	3.55	0.51	1.03	0.95	2.53	0.77	3.11	0.46	0.58	0.95	2.55	0.82	3.00	0.89	0.45	0.73	0.84	0.92	0.17	0.41	0.91
6	2.47	0.76	3.63	0.49	1.16	0.82	2.47	0.70	3.11	0.57	0.63	0.53	2.36	0.92	3.00	1.10	0.64	0.55	0.98	0.81	0.76	0.89	0.70
7	2.45	0.64	3.37	0.63	0.92	0.92	2.26	0.73	2.84	0.69	0.58	0.84	1.50	0.71	2.00	0.58	0.50	0.18	0.94	0.94	0.40	0.91	0.78
8	2.34	0.84	3.68	0.53	1.33	0.79	2.42	0.96	3.00	0.67	0.58	0.37	2.18	0.60	2.64	0.81	0.45	0.27	1.27	1.03	0.46	1.26	0.59
9	2.84	0.95	3.51	0.69	0.67	0.64	2.21	0.79	2.95	0.97	0.74	0.58	2.64	0.81	3.09	1.04	0.45	0.45	1.00	0.87	-0.04	1.17	0.59
10	1.66	0.66	1.82	0.74	0.16	0.08	1.58	0.61	1.74	0.73	0.16	0.00	1.00	0.00	2.00	0.53	1.00	0.00	0.00	2.65	0.35	0.95	0.04
11	1.95	0.97	2.14	1.03	0.19	0.08	2.00	0.94	2.21	0.85	0.21	0.00	2.73	1.19	3.73	0.47	1.00	1.00	1.07	1.38	0.11	0.90	0.20
12	2.95	0.76	3.39	0.59	0.45	0.72	2.58	0.77	3.11	0.46	0.53	0.84	2.55	0.69	3.00	0.77	0.45	0.64	0.53	0.70	0.28	0.89	0.74
13	1.74	0.58	2.39	0.72	0.66	0.08	1.53	0.70	2.05	0.71	0.53	0.05	1.45	0.69	1.91	0.83	0.45	0.00	1.50	0.58	0.52	0.79	0.06
14	2.63	0.63	3.29	0.72	0.66	0.38	2.47	0.90	2.84	0.83	0.37	0.53	2.36	0.92	2.64	0.81	0.27	0.18	0.59	0.69	0.45	0.94	0.39
15	2.95	0.69	3.74	0.50	0.79	0.92	2.95	0.71	3.63	0.50	0.68	0.95	2.09	0.83	2.45	0.82	0.36	0.00	0.76	0.78	0.47	0.99	0.78
16	2.82	0.64	3.61	0.59	0.79	0.74	2.53	0.84	2.95	0.78	0.42	0.68	2.27	0.90	2.73	1.10	0.45	0.45	0.87	0.90	0.14	1.08	0.68
17	2.24	0.75	3.16	0.74	0.92	0.77	2.05	0.85	2.68	0.82	0.63	0.63	2.36	0.81	2.36	0.67	0.00	0.36	1.00	0.92	0.04	1.07	0.67
18	2.66	0.70	3.53	0.64	0.87	0.69	2.32	0.82	3.63	0.50	1.32	0.84	2.27	0.90	3.55	0.69	1.27	0.91	1.32	0.83	0.19	1.17	0.77
19	2.61	0.78	3.47	0.60	0.87	0.33	2.37	0.76	3.16	0.37	0.79	0.37	2.30	0.82	2.36	0.92	0.06	0.00	0.95	0.89	0.65	0.93	0.29
20	3.03	0.63	3.53	0.51	0.50	0.97	2.68	0.82	3.00	0.67	0.32	1.00	2.91	0.70	3.00	0.77	0.09	0.64	0.41	0.79	0.20	0.45	0.93
21	1.55	0.82	2.53	0.85	0.97	0.15	1.74	0.93	2.26	1.15	0.53	0.00	1.64	0.81	2.00	0.77	0.36	0.00	0.67	1.21	0.76	0.93	0.09
22	2.95	0.76	3.66	0.49	0.71	0.87	2.63	1.01	3.16	0.76	0.53	0.89	2.82	0.75	3.09	0.83	0.27	0.45	0.63	1.05	0.38	0.87	0.81
23	2.66	0.66	3.55	0.64	0.89	0.62	2.68	0.95	3.42	0.77	0.74	0.84	2.64	0.67	3.00	0.77	0.36	0.45	0.82	0.91	0.67	0.82	0.65
24	2.92	0.83	3.66	0.48	0.74	0.95	2.74	0.93	3.68	0.48	0.95	1.00	2.45	0.93	3.00	0.77	0.55	0.82	0.78	0.82	0.25	0.96	0.94
25	3.08	0.55	3.45	0.55	0.37	0.90	2.95	0.85	3.42	0.69	0.47	0.95	2.55	0.69	2.64	0.92	0.09	0.73	0.39	0.86	0.00	0.76	0.88
26	2.82	0.60	3.47	0.64	0.66	0.95	2.79	0.92	3.21	0.92	0.42	1.00	2.64	0.67	2.55	0.93	-0.09	0.82	0.49	1.03	0.25	1.26	0.94
27	2.74	0.88	3.37	0.71	0.63	0.92	2.58	1.17	3.11	1.15	0.53	0.95	2.82	0.98	2.27	0.90	-0.55	1.00	0.42	1.09	0.50	0.58	0.94
28	2.95	0.84	3.71	0.46	0.76	0.95	2.95	0.71	3.16	0.76	0.21	0.95	3.09	0.30	3.55	0.52	0.45	1.00	0.59	0.88	-0.33	0.58	0.96
29	3.55	0.75	3.71	0.56	0.16	0.92	3.37	0.68	3.37	0.76	0.00	0.74	3.27	1.01	3.36	0.67	0.09	0.91	0.15	0.82	-0.22	0.83	0.87
平均	2.58	0.75	3.33	0.61	0.75	0.67	2.44	0.84	2.95	0.72	0.51	0.61	2.40	0.77	2.79	0.78	0.39	0.47	0.77	0.96	0.35	0.91	0.62

リーにも同様の質問紙調査（英文）実施し、「他者から見た参加者の変化」についてのデータを収集、30家庭から有効回答を得た。

Ⅲ．結果の分析と考察

データの項目別の回答結果を表3と表4に示す。「経験と自信」にかかわる29項目については、参加者全員のデータでは、項目10、11、27、29を除く全ての項目で、統計的に有意な自信の伸びを示した（p<.05、複数t検定時のα補正を実施）。自信の向上したケースは29項目69名の全回答2,001のうち1,082回答（54.07%）、全く自信が向上しなかったケースは734回答（36.38%）、自信が低下したケースは184回答（9.25%）あった。当該行為の経験があった場合の自信の平均向上値が0.74（標準偏差0.94）であったに対し、経験がない場合の平均向上値は0.43（標準偏差0.99）であり、総じて経験率が高い場合、より大きい自信の向上が認められた。

次にデータの解釈を容易にするため、「経験と自信」の向上については0.5以上、低下については0.2以上「異文化と外国語への意識」の変化については0.2以上、ホストファミリーによる評価との異なりについては1.0以上を便宜上「顕著なもの」として各項目を分析した。経験が有った場合の自信の向上が、経験が無かった場合の向上と比較して顕著（0.5以上）であった項目には、項目1「一人でバスや電車に乗ることができる」、項目5「英語で簡単な自己紹介をし、自分や家族、学校等についての質問に答えられる」、項目7「夕食事等にホストファミリーに自分から進んで話題を提供できる」、項目8「銀行でトラベラーズチェックを換金したり、円を滞在国の通貨に換えたりできる」、項目9「滞在国内で電話をかけることができる」、項目12「迷惑をかけた相手に、適切な英語で謝ることができる」、項目14「困った時は英語で助けを求めることができる」、項目16「相手の良いところを見つけたら、素直に英語でほめることができる」、項目17「身近な日本の事柄を説明し何とか分かってもらえる自信がある」、項目18「郵便局に行って、日本に手紙・小包等を送れる」、項目24「場面に応じて、丁寧な英語の表現（PleaseやThank you等）を使うことができる」、項目28「いつでも、どこでも自分の持ち物や身の安全に気をつけることができる」があった。

一方、当該行為を経験していなくても顕著な自信の向上（0.5以上）が認められる項目があり、類似行為の経験や全体的な自信の伸びが転移したと考えられるケースも確認できた。これらには、項目1、項目3「一人で英語を使って買い物ができる（スーパーマーケットを除く）」、項目4「一人でレストラン等で英語を使って注文できる」、項目6「人に英語で道を尋ねることができる」、項目13「迷惑をかけられた場合に、適切な英語で注意をしたり、苦情を言うことができる」、項目19「軽い風邪、腹痛、頭痛、嘔吐

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程度であれば、医者やホストファミリーに、英語で自分の病状を説明できる」、項目21「滞在国で一人で生活できる」、項目23「誘われたときでも、行きたくない、したくない事であればはっきり断ることができる」、項目27「家の中で靴を脱がない生活は、私は平気である」があった。経験することにより自信の平均値が低下した項目はなかったが、経験をしなかったことで自信が低下（0.2以上）したものに、項目28と項目29「列をつくって忍耐強く順番を待つことができる」があった。

経験したにもかかわらず、顕著な自信の向上にはつながっておらず、また、その原因を天井効果と考えることができない行為も確認された。具体的には、項目２「一人でタクシーに乗ることができる」、項目15「英語で手助けや手伝いを申し出ることができる」、項目20「お世話になった人に、英語でお別れの挨拶ができる」、項目25「滞在国の人と親しくなることができる」、項目27「家の中で靴を脱がない生活は、私は平気である」、項目29であるが、自信の向上の程度に項目間格差が認められる理由は、４週間の滞在も、より複雑な状況において適切に対応する能力を伸ばすに至らなかったと考えられる。海外に行けば高い確率で経験し、すぐに自信を持てる行為もある一方、海外に行けば多くの者が経験するにもかかわらず、せっかくの海外滞在中に自信を持てない複雑な行為もあり、後者については、研修前の学習内容に積極的に組み込まれるべきものであろう。

次に、研修先・研修形態の異なりが自信の向上に影響したと思われるものがある。全項目の経験率平均はオーストラリア語学研修（67%）、ファームステイ（51%）、アメリカ語学研修（47%）の順であり、全項目の自信の向上平均もこの順である（0.67,0.61,0.39）。これは項目が、比較的都市部でのホームステイ形態をとった海外研修で経験する項目に偏った結果とも言えるが、逆に言えば、このような項目での自信の向上を期待するのであれば、「比較的都市部でのホームステイ形態」がより有効であるとも言える。項目11「適当なチップを渡せる」の経験率はアメリカ語学研修で高く、項目26「滞在国の食生活に適応できる」は、二つのオーストラリア研修では自信が向上し、アメリカ研修では低下した。項目21「滞在国で一人で生活できる」についての自信の伸びは、参加者全員がホームステイしたオーストラリア語学研修で最も大きくなったが、少し詳しく見てみると、一人でホームステイした学生より二人でホームステイした学生の自信の向上が上回った。この事が、この項目の全体値を上昇させていることが分かった。ホームステイと寮での滞在の違い、団体行動をしている時間の長さ、滞在先での生活と日本での生活の類似性の有無、次回は一人で挑戦してみたいという願望の有無等がこの項目の結果を左右した理由として考えられる。このことは、参加学生にどのような心的変化を期待するのかによって、研修先や研修の形態を考慮する必要があることを示唆している。

短期海外研修参加以前の海外滞在経験の有無と、研修参加による自信の向上との関係については、海外経験の無いグループは海外経験の有るグループに比べて自信の向上がより顕著であったが、これは筆者らが予想した通りの結果であった。

次に、ホストファミリーが行った学生の異文化対応能力の評価平均については、すべての項目において、研修前および後の調査における学生の自己評価平均よりも低くなった。学生の研修後調査値と1.0以上の差がある項目は、項目７「夕食時等にホストファミリーに自分から進んで話題を提供できる」、項目10「ホスト先で電話が鳴った時、まわりに誰もいなければ、自分で応対できる」、項目14「困った時は英語で助けを求めることができる」、項目15「英語で手助けや手伝いを申し出ることができる」、項目16「相手の良いところを見つけたら、素直に英語でほめることができる」、項目17「身近な日本の事柄を説明し、何とか分かってもらえる自信がある」（ホストファミリーにはこの行為を学生が容易にできるかどうか尋ねた）、項目20「お世話になった人に英語でお別れの挨拶ができる」、項目21「滞在国で一人で生活できる」、項目25「滞在国の人と親しくなることができる」であった。つまり参加学生が自信があるとした行為も、行為の対象相手であるネイティヴの目から見れば不十分という厳しい評価を得ていることになる。ホストファミリーは、「参加学生が抱えていたコミュニケーションの障害」について自由記述も行ったが、英語力の他、「進んで英語を話そうとする姿勢に欠ける」ことの指摘が多くあった。このような項目についても、研修の事前学習内容に積極的に組み入れられるべきである。

次に、「異文化と外国語への意識」25項目のうち、20項目は、人間関係や生活習慣等、「異文化への意識」についての心的変化を尋ねるものであったが、顕著な変化（0.2以上の増加または減少）が認められたのはオーストラリア語学研修では11項目、ファームステイでは10項目、アメリカ語学研修では８項目であった。

全海外研修について変化がみられた項目は、項目40「街中を歩きながら物を食べてもかまわない」に対する肯定的変化と、項目43「滞在国は日本よりも危険である」に対して、そうではないという変化の二つであった。他方、全研修について顕著な変化が見られなかった項目には、天井効果が現われたと考えられる項目30「家族全員が家事を協力分担していることは良いことである」（研修前ですでに3.8程度）、項目38「滞在国の子どもは日本の子どもより自分を主張できるようだ」（研修前ですでに3.5程度）、項目48「滞在国の同年代の女性は、私より精神的に大人だと思う」（研修前ですでに3.6程度）等があった。

オーストラリア語学研修で顕著な変化が認められたものには、項目34「見知らぬ人にも親しみやすい態度をとることがよい」、項目35「それを日本人も見習うべきである」、項目36「名字よりお互いの名前で呼び合う習慣がよい」、項目37「それを日本人も見習うべきである」、項目39「滞在国の人は日本より質素な暮らしをしている」と思わない、項目40、項目43、項目44「結婚相手は外国人でもかまわない」、項目45、項目46「滞在国の男性、女性は日本人男性、女性より幸せそうである」、項目47「滞在国の人は日本人に対して偏見、差別意識をもっていない」があった。

ファームステイでは変化項目は10項目で、項目32「家族と過ごすことを大事にすることは良いことだ」、項目37「名字よりお互いの名前で呼び合う習慣を日本人も見習うべきである」、項目40、項目42「滞在国の文化にはすぐれたものがある」、項目43、項目44「結婚相手は外国人でもかまわない」、項目45、項目46「滞在国の男性、女性は日本人男性、女性より幸せそうである」、項目47「滞在国の人は日本人に対して偏見、差別意識をもっていない」、項目54「日本人に生まれてよかった」と思わない、であった。

アメリカ語学研修では変化項目は８項目で、項目31「家族で家事を分担する習慣を日本人は見習うべきで」ではない、項目34、

表4　研修先別、意識の変化

項目番号	オーストラリア語学研修　n=49					オーストラリアファームステイ　n=21					アメリカ語学研修　n=15				
	研修前		研修後		変化	研修前		研修後		変化	研修前		研修後		変化
	平均	SD	平均	SD		平均	SD	平均	SD		平均	SD	平均	SD	
30	3.86	0.35	3.96	0.20	0.10	3.71	0.64	3.90	0.30	0.19	3.87	0.35	3.80	0.41	-0.07
31	3.69	0.47	3.78	0.47	0.08	3.76	0.44	3.76	0.44	0.00	3.73	0.46	3.47	0.74	-0.27
32	3.65	0.48	3.78	0.42	0.12	3.43	0.60	3.67	0.73	0.24	3.20	0.68	3.27	0.70	0.07
33	3.47	0.58	3.51	0.68	0.04	3.33	0.66	3.38	0.74	0.05	3.27	0.88	3.20	0.77	-0.07
34	3.20	0.71	3.43	0.58	0.22	3.29	0.72	3.29	0.72	0.00	2.87	0.99	3.27	0.96	0.40
35	3.06	0.76	3.31	0.71	0.24	3.14	0.73	3.14	0.79	0.00	2.90	1.04	3.13	0.99	0.23
36	3.39	0.81	3.69	0.58	0.31	3.43	0.68	3.52	0.75	0.10	3.40	0.63	3.40	0.83	0.00
37	2.58	0.99	2.92	0.98	0.34	2.71	0.85	3.05	0.80	0.33	2.87	0.99	2.93	0.96	0.07
38	3.49	0.71	3.39	0.76	-0.10	3.57	0.60	3.62	0.67	0.05	3.53	0.74	3.40	0.83	-0.13
39	3.02	0.72	2.65	0.93	-0.37	2.62	0.80	2.43	1.03	-0.19	2.47	0.92	3.00	0.85	0.53
40	2.94	0.92	3.31	0.82	0.37	2.24	0.83	2.62	0.80	0.38	3.00	0.53	3.40	0.74	0.40
41	2.04	0.50	2.22	0.62	0.18	2.10	0.44	2.05	0.50	-0.05	2.33	0.72	2.13	0.83	-0.20
42	3.14	0.68	3.27	0.67	0.12	3.25	0.72	3.52	0.60	0.27	3.13	0.74	3.20	0.68	0.07
43	3.22	0.85	2.63	0.88	-0.59	3.24	0.77	2.48	0.87	-0.76	3.93	0.26	3.47	0.74	-0.47
44	2.82	1.05	3.08	0.93	0.27	2.95	0.97	3.52	0.75	0.57	2.53	1.30	2.60	1.12	0.07
45	2.67	0.83	2.88	0.95	0.20	2.81	0.87	3.43	0.87	0.62	1.93	0.62	2.00	0.88	0.07
46	2.71	0.79	3.04	0.98	0.33	2.86	0.85	3.48	0.75	0.62	2.14	0.95	2.00	0.96	-0.14
47	2.69	0.77	3.35	0.75	0.65	2.81	0.87	3.48	0.75	0.67	2.87	0.74	2.71	1.07	-0.15
48	3.55	0.58	3.61	0.67	0.06	3.52	0.75	3.62	0.74	0.10	3.60	0.51	3.47	0.64	-0.13
49	3.67	0.47	3.53	0.58	-0.14	3.48	0.60	3.05	0.74	-0.43	3.53	0.64	3.53	0.83	0.00
50	2.84	0.92	3.02	0.83	0.18	2.90	0.89	3.05	1.12	0.14	2.93	0.88	3.53	0.83	0.60
51	3.14	0.74	3.02	0.80	-0.12	2.90	0.54	2.76	1.00	-0.14	3.27	1.03	3.00	1.20	-0.27
52	3.16	0.59	3.39	0.57	0.22	2.62	0.80	2.62	0.92	0.00	2.93	0.70	2.93	0.70	0.00
53	3.71	0.54	3.69	0.55	-0.02	3.57	0.60	3.57	0.60	0.00	3.67	0.49	3.40	0.63	-0.27
54	3.65	0.66	3.57	0.65	-0.08	3.62	0.67	3.31	0.81	-0.31	3.73	0.46	3.40	0.63	-0.33

項目35「見知らぬ人にも親しみやすい態度をとることは良いことで、日本人も見習うべき」、項目39「滞在国の人は日本より質素な暮らしをしている」、項目40、項目41「滞在国の生活水準は日本より高く」ない、項目43、項目54「日本人に生まれてよかった」と思わない、であった。

「異文化への意識」にかかわる変化は全体としては少ないものであったが、研修先によって変化に異なりがあったことは、どのような意識の変化を期待するのかによって研修先・研修形態を考える必要があることを示している。

「外国語への意識」についての項目でも同様に顕著な変化は認められなかった。英語授業を中心的なプログラムとしていないファームステイを除いて、項目49「滞在先の英語の授業は海外滞在に役に立つ」には研修前後で大きな変化はなく、筆者らが予想した通りであった。項目53「私はどんなことをしても英語が話せるようになりたい」は研修前後ともに比較的高く大きな変化は見られなかった。項目50「中学、高等学校での英語学習は海外研修に役立つ」という意識は研修後に伸びを見せたのに対し、項目51「大学・短期大学での英語学習は海外研修に役立つ」は全研修後に低下した。このような学生の意見は、1）研修先別に、経験することが予想される事柄のリストを作成する、2）経験をしても容易に自信が向上しない項目を明らかにする、3）第三者（ホストファミリー等）から見た学習すべき事柄のリストを作成する等の作業を通して、今後の英語カリキュラムの改善に反映されるべきである。

Ⅳ．おわりに

本稿では、大学・短期大学が実施する短期海外研修が、異文化に対する自信・意識・態度について、参加者にどのような変化をもたらしているのかを分析した。その結果、一般的な短期海外研修に参加することにより起こる心的変化の一部を明らかにした。アメリカ語学研修とファームステイの参加者がオーストラリア語学研修の参加者に比べて少なく、データの解釈に注意を要することは言うまでもない。また、筆者らはA短期大学の実施している海外研修を「一般的な短期海外研修」としたが、これについては、「B短期大学の研修はより深い研修内容があり、より大きな変化が期待できる」との反論が予想される。それぞれ大学・短期大学が実施している研修は同一と言うわけではなく、このような反論は当然である。また、本研究で用いた尺度は「sensitivityが高すぎ、数値の変化は実際には価値のない変化」との批判もあろう。しかし、海外研修がどのような価値のある変化をもたらしているのかを分析する責任は、個々の大学・短期大学に帰するものであり、価値のある変化を生む海外研修のあり方を、それぞれの大学・短期大学が検討すべきである。価値のある変化をもたらせているのであればともかく、実際には大学・短期大学が実施する海外研修が、参加者の学生時代の思い出つくりの意味しか持たないのであれば、我々大学・短期大学の海外研修は、旅行業者が行っている国際交流の足元にも及ばず、また外国語教育にも何ら貢献していないという批判を甘んじて受けなければならないであろう。

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Many schools in Japan sponsor overseas study programs for their students. Unfortunately, little specific information concerning the benefits of such programs, linguistic or otherwise, has been reported. This paper presents the results of a questionnaire that was administered to students participating in a 4-week overseas study program. The questionnaire, consisting of 54 items, focused on two areas: 1) assessing the range of interactional situations students had engaged in during their sojourn, and 2) measuring changes in student self-confidence. A comparison of pre- and post-sojourn responses indicates that both the range of interactional situations students engage in and certain environmental aspects of the overseas site itself influence the degree to which self-reported change in confidence was observed. Results suggest that students who participate in a home-stay program in an urban environment receive the greatest benefit with regard to increasing self-confidence.

LIOJ SUMMER WORKSHOP '99

第31回英語教育者のためのサマーワークショップ

31ST ANNUAL INTERNATIONAL SUMMER WORKSHOP FOR TEACHERS OF ENGLISH

国内外の英語教育者対象。経験豊かな外国人英語教育者による多彩なプログラムのすべてに選択制を採用。様々な実践的かつ効果的指導法の習得とコミュニケーション能力の向上を図ります。期間中の講義、生活の全てを英語のみで行なうTotal Immersion Residential方式を取り入れる他、アジア諸国からも参加者を迎え、国際色豊かに繰り広げる本格的ワークショップです。

Guest Presenters

Kip Cates	Tottori University
Brenda Harris	Kyoto Sangyo University
Marc Helgesen	Miyagi Gakuin Women's College
Kenji Kitao	Doshisha University
S. Kathleen Kitao	Doshisha Women's College
Alan Maley	Assumption University, Bangkok
Tim Murphey	Nanzan University
Sen Nishiyama	Japan Society of Translators
Peter Watcyn-Jones	Freelance Writer, Teacher
Boyce Watkins	Japan Center for Michigan Universities

他LIOJ専任外国人教師陣

対象	英語教育者（主に中学・高校・語学学校教師） また、英語教育者を目指す大学生も参加可。 （但し、限定枠）
期間	1999年8月8日(日)-13日(金)（合宿制）
定員	100名
参加費用	<全日程合宿参加> 119,500円 <通学参加> 90,000円 この他、希望のプレゼンテーションのみ参加する等、変則参加も受け入れます。
海外招待参加者	アジア諸国からも英語教師を特別参加者として招待。
Daily Schedule	9:00 - 12:00 MORNING CLASSES 13:30 - 15:00 PRESENTATIONS 16:30 - 18:00 PRESENTATIONS 19:00 - 20:30 PRESENTATIONS
奨学者公募	参加者による自己研究や教授法の発表。 (奨学金20,000円授与)

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Working Papers

edited by joseph tomei

Helping Part-Time Teachers Help Themselves

There are many part-time teachers out there, each with different reasons for taking the part-time route. Some are hoping for a full-time position, others prefer to use their time to pursue other interests, while others still don't want the added responsibilities that full-time positions bring. While the title is a little presumptuous, it shows my optimism that if a work force is not too discontent with its lot, things go more smoothly. Thus, this article first outlines how full-time teachers can help part-time teachers, before examining how the latter group can help themselves. On a personal level, this column will set out my aims in this coming school year for the part-timers at my school.

Given ever shrinking budgets and the exceedingly Byzantine formulae used to calculate pay, it is unsurprising that I think full-time teachers can do little about the wage part-timers receive. However, action is possible in other areas. First, if you are in charge of scheduling, making a concise and clear package of necessary documents, instructions, and examples for syllabi would make everyone's life easier.

Second, help ensure that part-timers have full use of university facilities. Access to library and computer facilities, an e-mail account, and updates on happenings in the department they teach in as well as the one closest to their research interest all cost nothing to the school. If the argument comes up that this has never been done before, simply point out the percentage of part-timers and show how facilitating contact with them can avoid schedule conflicts and other problems.

One part-time teacher complained to me recently that he had no access to research money. While acquiring new funds for part-time teachers may be out of the question, a full-time teacher or group of teachers may be able (unofficially) to set aside a portion of their budget for part-time teachers to request books for the library.

Of course, these steps require communication, which is how part-time teachers can help themselves. It is surprising how few part-time teachers seek out full-time staff, foreign or Japanese, to discuss research and opportunities for publication. Part-time teachers can use not only the institutional affiliation of the university where they teach but may also—depending on the institution—be able to publish in the university's in-house journal or *kiyo*.

Another important place to make contacts is reading circles or *kenkyukai* that Japanese teachers participate in. They range from informal groups of six to eight teachers discussing an article once a month, to larger groups of up to 50 teachers with a more formal conference once or twice a year.

All of this requires a little more committment than arriving five minutes before class and leaving five minutes after, and for those teaching at five (or more!) institutions, time becomes a factor. But for anyone serious about finding a full-time place in the Japanese university system, it's a necessity.

Other notes

In the labor dispute at Kumamoto Kenritsu University (see "Working Papers," February 1999, p. 37) I am happy to report that of the six teachers affected, three were moved to more stable three year contracts as prefectural appointees and two others were given one-year contract extensions with the question of status left open for further negotiations (one moved to another university). The upcoming *PALE Journal* will be devoted to these developments.

Also, in my previous column (see "Working Papers," March, 1999, p. 31), I wrote 'It was only with the passage of the 1982 law that the tenuring of foreigners was even permitted.' Mike Fox noted that foreigners have always been eligible for tenure at private universities, which is true. The point I wanted to make was that the number of foreigners on hiring committees is painfully small. While private schools have had the ability to hire foreigners on tenure, they have, sadly, followed the lead of public institutions.

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

All JALT Chapters large and small are encouraged to submit a 900-950 word report (in English and/or Japanese) about their rich and varied activities, challenges, experiences, and successes. Also, please remember to make a chapter poster again for JALT99 (more information to follow). This month, as a special feature, the newly forming SIG, GALE, discusses its efforts to gain a place among other special interest groups.

Gender Awareness in Language Education (GALE) Special Interest Group (SIG) is JALT's newest forming SIG. As witnessed by the dramatic yearly increase on presentations related to gender at JALT conferences, gender encompasses a wide range of topics of interest to language educators and students. We warmly invite all JALT members to join us in the following goals:

1. To research gender and its implications for language learning, teaching, and training, such as differences in discourse styles, preferred teaching and learning styles, interests, needs, motivation, aptitude, achievement, classroom interactions, same-sex versus coeducational classrooms and same-sex vs. opposite-sex teaching, and social identity.
2. To improve pedagogical practices, develop language teaching materials, and provide a clearinghouse for materials inclusive of gender and gender-related topics in FL subject areas such as communication, history, literature, linguistics, science, sociology, and cultural studies.
3. To raise awareness of workplace and human rights issues related to gender for language professionals, such as discrimination, harassment, and violence based on gender and sexual-orientation, and discrimination on the basis of marital or parental status, and to provide information for countering such discrimination.
4. To increase networking opportunities among language professionals interested in teaching, researching, and/or discussing issues related to gender and language education, such as biological sex, gender identity, gendered language, sexual orientation, gender behavior, gender roles, and gender socialization.

If you are interested in finding out more about GALE, join us on Sunday, June 20 at our first mini-conference. In cooperation with Women in Education and Language Learning (WELL), an independent organization, we will sponsor a day of workshops and discussions at the Daito Kaikan of Daito Bunka University, near the North Exit of Tobu Nerima Station in Tokyo. Over lunch (noon-1 p.m.), we will discuss how we identify ourselves to others at work and how this affects our work relations. From 1-4 p.m. we will continue with other workshops. An experienced feminist trainer will give a three-hour assertiveness training session in Japanese, aimed mainly at helping foreign women in expressing themselves more assertively at work in Japanese, but all are welcome. A concurrent session is tentatively planned to introduce new research challenging common stereotypes about the Bible and homosexuality. From 4:30-6:00 p.m. we will hear from a panel of Japanese gay, lesbian and bisexual authors and activists on their experiences with and efforts to combat homophobia in schools, and gain ideas for making our own classrooms safer places for sexual minorities. All attending are invited to an informal dinner afterwards. For information, please contact GALE Program Co-Chair, Barbara Summerhawk; t: 0424-67-3809 (h), or GALE Co-Coordinator, Cheiron McMahill; <cheiron@gpwu.ac.jp>.

You can also get a closer look at GALE at our presentation at JALT99 in Maebashi, entitled, "Living and Learning New Gender Approaches." Four panel members, including the facilitator, will share their unique experience of functioning in dual roles as teacher and student of foreign languages in different environments. The facilitator will introduce the history of gender-related education in Japanese universities, referring to the development of Women's Studies in particular. As a Japan-born Korean, the next panelist will refer to her research and personal experience to bring home the necessity of teaching and learning an awareness of gender. She will present a theoretical linguistic analysis of conversation modes and problems faced by minorities. The third panelist will introduce practical ways of teaching about gender and sexuality. The fourth member will present ideas on using translation as a tool for a better understanding of gender in both English and Japanese. The forum will conclude with a discussion between the panel and the audience on how to create a safer, more open and tolerant classroom environment that encourages our full potential as human beings.

During the JALT98 conference in Omiya, the members of GALE enjoyed a rousing good time at a dinner following our general meeting. We are now planning to make this an annual event. Please stop by our table for more details at JALT99.

We welcome your participation in our e-mail list and newsletter. To join the list, contact Paul Hilderbrandt; <phiro@gol.com>. To contribute to the newsletter, published in March, June, September and December, contact Colleen Austin; t: 0762-80-1002 (w); <alice1@shift.ne.jp>. The theme of our first issue was issues of power/empowerment in the ESL classroom. Regular forums are scheduled related to HIV education, teacher education, and research and publishing. We especially seek ongoing submissions reviewing and deconstructing some of the more popular textbooks in the ESL classroom. As Colleen says, "A close reading of any ESL text and a discussion of photos, language and audio aids would be a good resource for all of us. To continue on a positive note, please think about any books you have found useful in your classrooms on the issues of gender, class, race and sexuality."

Finally, to join GALE, please send your dues by the JALT postal transfer form in the Language Teacher, or contact our treasurer, Barry Mateer; <barrym@gol.com>. For more information on GALE, or to volunteer to help, contact Amy Yamashiro; <amy@gol.com>.

GALE（ジェンダーと語学教育）はJALTの一番新しい研究部会で、最近教育の分野で注目を集めているさまざまな性別や性的な identityや性方向などの教育と学習との関わりを探るグループである。6月20日に午後1時から6時まで東京の東武練馬駅の近くの大東会館でミニ大会を開催し、特に日本語でのフェミニストのassertiveness trainingやゲイとレズビアンの日本の学校で抱えている問題の発表などを行う予定。詳しいことは会長のミックメーヒル・カイランまで。t: 0274-82-272(h); <cheiron@gpwu.ac.jp>

My Share

edited by sandra j. smith & oishi harumi

Using Masks to Unmask "Shyness" in Speaking a Foreign Language

David R. Mayer, *Nanzan University*

Shy character

In *Shyness,* Philip Zimbardo tells how his younger brother George overcame his extreme shyness. Young Philip surmised that George might feel more comfortable if he thought others could not recognize him. His mother made a mask out of a grocery bag and sent George to school wearing the mask. Feeling unknown, George gradually got used to school. When he repeated the course the next year, George had gained enough confidence to appear in the class play without the mask.

Shyness workshop

George's story and other parts of *Shyness* became the basis for discussions among third- and fourth-year English majors. The students learned the nature of shyness, completed a questionnaire, and wrote a composition either about shyness or about their difficulties in speaking English. Later, for first-year students, I distilled the workshop content into one exercise: wearing a mask.

Using masks in class

For homework, students make a mask that will cover their face. In class, students put on the masks and move about the room talking with several partners. After ten minutes they return to their places and write a reflection on how they felt wearing the mask and how this exercise is connected with the speaking of English. Next, groups of four share experiences. Finally, the teacher explains the differences between cultural modesty, real shyness, and natural hesitation. Most of the students come to realize that they can speak English if they feel they are unknown and are not being judged.

Risk taking

After the exercise, the next step is for students to be willing to overcome their hesitation and begin taking language risks, that is, to recognize when they hesitate to use English and then decide on strategies for speaking in those situations, one by one, until they have confidence in each. For instance, if they always wait for their partner to begin the warm-up conversation, they should resolve to start the conversations on Mondays. Their self-assigned homework is to have a topic to begin Monday's warm-up. The students set simple speaking goals for themselves, decide the steps to get there in an ascending series of risks, and then do them until they become natural.

Shy by nature

Should some students feel that they are shy, that they have difficulty speaking Japanese in public, they can be told that it is fine to be reserved or quiet, that it is good some people are willing to listen to those who talk, that it is peaceful when not everyone is demanding something, and that taking time to think before speaking is beneficial. In other words, their shyness is quite acceptable unless it hinders them from doing something good that they want to do.

Shyness vs. cultural modesty and natural hesitation

Most students are not shy, they are culturally modest or have a natural hesitation to put their weak points forward. Japanese students come from a cultural background that prizes indirectness and modest, self-effacing statements. The culture favors those who are quiet, wait their turns, and do not stick out, especially in a formal or public situation. Hence to refrain from speaking of oneself or one's desires directly in front of others is not a matter of shyness but of cultural modesty. Likewise, no one likes to do something they feel they are weak in, especially in front of others. This is a natural hesitation that people overcome in their efforts to perfect their skills.

Results: Still embarrassed

Each year there were some who felt it was childish or otherwise embarrassing to wear the mask. They were still keenly aware of themselves (their Japanese faces) behind the mask. One wrote: "Everyone thinks that they don't feel shy when they put on masks. But I felt more ashamed. I can't change. I must cover mask over my body, or I enter into a big box." The mask did not help these students hide their faces.

Miss facial communication

Others did not like the mask because they could not see the facial expressions of their partners, nor could they hear them very well. They could not communicate: "When we talked to others, we didn't know whether they laugh or were angry. We didn't have eye contact. So, we communicated less than usual." With the masks on, they could not use their faces to express themselves: "I think the face activities help me when I can't tell something by words." These students had the problem that the masks covered not only their Japanese faces but also their English communication faces. Neither they nor their partners could use their faces to help express their feelings.

Felt relaxed

The majority felt it was fun, and they were surprised to realize how relaxed they were in speaking English. It was a new experience, and the classroom was more lively with many interesting, colorful faces. They concentrated more on communicating, letting the words flow out, because they were no longer worried about making an impression on others. Their Japanese faces were not being judged.

"I often hesitate to speak English because I am afraid of making mistakes and I forget the words I should speak. But when I wore my mask I could speak English more than before. To hide myself made me more aggressive."

"Since I didn't recognize their new faces (masks), and they didn't recognize me either, I didn't feel ashamed of speaking English. Wearing the masks makes us confident." The masks hid their embarrassed Japanese faces, allowing the students to use their English faces freely. Hiding the Japanese face liberated the English face.

Conclusion

Through the exercise of wearing a mask, the students become more aware of their ways of expressing themselves in public. As a group they experience the dilemma of letting the mask free their English-speaking faces at the expense of hiding their expressive Japanese faces. Becoming aware of their affective barriers to English speaking is the first step toward taking the risks involved in overcoming them.

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Quick Guide
Key Words: self-awareness, culture
Learner English Level: intermediate
Learner Maturity Level: Sr. High and older
Preparation Time: minimal
Activity Time: one 90-minute class

Variations on Go Fish: Making the Most of an Old Game for the Language Classroom

James Fieser
Sunshine College, Tokyo School of Social Welfare and Business

Go Fish is a card game in which players try to collect all of the cards of a set (e.g., four nines). Players take the other players' cards by asking them, for example, "Do you have any nines?" The player asked must give any nine or nines to the player who asked. If she does not have a nine, she tells the player who asked to "go fish," i.e., to draw a card from the remaining cards in the deck (with a chance to find the card he was looking for). The player with the most sets at the end wins.

For almost any language item involving a question, you can use *Go Fish* to give students structured practice that is fun and relaxed.

Basics

First, in small groups, students need a deck of cards. By replacing a regular deck of playing cards with cards made from pieces of paper on which students can write, you make the game a tool for practicing a target language. To practice countable and uncountable nouns, for example, a card that says "milk" prompts the question, "Do you have any milk?" A card that says "apple" elicits "Do you have any apples?"

Have the students make a deck with sets of three, and give them only ten sets to work with. So with countable/ uncountable nouns, students create a deck with 5 sets of countable nouns and 5 sets of uncountable ones, each set made of three identical cards, thus making a deck of 30 total cards. With a group of three to five students, the game will take about 10 minutes.

To begin, shuffle the deck, then give each student three cards. Yuko starts. She has two "milk" cards and one "apple" card. She can only ask another player from the cards she holds. She asks Noriko, "Do you have any milk?" Noriko says, "No, I don't have any milk. Go fish." Yuko draws a card from the deck, and the turn passes to Hiroki, who has the other milk card. Grinning, he asks Yuko, "Do you have any milk?" Yuko must give both her milk cards to Hiroki, who now has the complete set and can place it face up on the table where it cannot be taken.

The game continues in this way until there are no more cards remaining in the deck and the last set is collected. As long as cards remain in the deck, any player whose hand becomes less than three cards must draw a card from the deck. When no more cards remain in the deck, the game continues as usual, except nobody "goes fishing," and students gradually have all their cards stolen or they form complete sets.

Variations

Depending on the deck, a variety of questions can be asked. For the deck we created above, for example, we can ask, "Do you *like* milk?" If the student who was asked has a milk card, it means he likes the item and so must give it away; not having it means he does not like it, and the other player must *go fish*. "How much milk do you have?" If the student has one milk card, she has a little milk, and if she has two milk cards, she has a lot of milk. The important point is you must decide what having or not having a card means in the context of the questions and the prompt cards you create.

Using the game to practice "do you have any ______?" kinds of questions is the easiest because the students actually *have* the card. But if you restrict the game to such questions, the value of the game is limited. Almost any kind of language can be practiced if it has a question. Below are some examples. (Each question below represents only one set from a possible deck. For each question, you would have to make nine other similar sets to form a deck. The italicized words are the prompt words you would have the students write on a card.)

Is the cat *under the table*?

Are you a *teacher*?

Are you from *Japan*?

Is there a *convenience store* in your neighborhood?

What does *architect* mean?

Can you play *tennis*?

How do you spell *acupuncture*?

Did you go to *Kyoto* last week?

Don't you like *natto*?

Do you know what time it is? (card: *What time is it?*)

Another variation: change the rules completely. At the end of the game, the person with *the fewest* sets wins. Instead of collecting cards, students try to give them away. Yuko asks Hiroki, "Would you like some milk?" Hiroki has a milk card, and so he must answer, "yes, please," at which Yuko can get rid of her milk card or cards.

The answers you require students to use can be varied too. Short answers are more natural to conversational flow, but full answers are better for practicing verb tenses. And sometimes I require the students to use clarification requests as part of the game. For example, Yuko asks Hiroki, "Could I have some milk, please?" He responds, "I'm sorry, can you repeat that, please?" Yuko repeats the question, and then Hiroki can respond as usual.

Finally, the game can even be used to practice open-ended questions, such as "What are you going to do tomorrow?" It is Yuko's turn, and she has a card that says "study English." She motions to Hiroki, who then has to start the exchange by asking, "What are you going to do tomorrow?" Yuko says, "I'm going to study English. How about you?" If Hiroki has the same card, he answers, "Me too," and hands over the card, or if he does not have it, he says, "Nothing special. Go fish."

Conclusion

As a controlled practice activity, the game is good because students use both listening and speaking skills, in an atmosphere that is fun. Students love taking cards from others and hate having them stolen. It can be played by all levels of students. I have played with children as young as five. And the most advanced students even like it, especially for language that is difficult to get used to, such as embedded questions. It can be played by as few as three people, and after the game and rules are demonstrated, large classes of students can play if they can be separated into smaller groups.

Quick Guide

Key Words: speaking, asking questions
Learner English Level: all
Learner Maturity Level: all
Preparation Time: 5 to 10 minutes before class to select key vocabulary
Activity Time: 20 minutes to demo/explain the first time; 10 minutes per game

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Departments

Book Reviews

edited by katharine isbell & oda masaki

***Journeys: Reading* 1. Roni Lebauer. Prentice Hall Asia ELT, 1998. Student Book 1: pp.135. ¥1,980. ISBN 0-13-171448-1. Teacher's Edition 1: ¥3,600. ISBN: 0-13-409772- 6.**

Journeys: Reading 1 is deceptive. At first look, the book appears to be well designed and professional yet typical and uninspiring. And by itself, it is. However, used in tandem with the teacher's manual, this textbook not only has the potential of being a powerful tool for teaching reading to students, but also of being a powerful tool for helping language instructors learn how to execute effective lessons.

One of the primary features of *Journeys: Reading 1* is that it is designed to make conducting lessons easier for teachers. Both the textbook as a whole and the bulk of the units offer ample amounts of variety to help instructors keep lessons well paced and stimulating. The author has organized the book into 20 topical units such as health issues and shopping. A majority of the units include a warm-up, a short reading section (50-100 words), a scanning activity, and a long reading section (100 -150 words), ending with a reading/word game. Discussion questions follow many of the activities. Each of the components can be covered in 20 to 30 minutes, so instructors have at least 3 different major activities to work with in a 90-minute lesson.

While the general format remains the same throughout these units, the activities in each unit are slightly altered from the previous unit so that students do not feel that they are doing the same thing lesson after lesson. In some short-reading sections, for instance, the students read several opinions and are asked to connect pictures depicting the opinion with the name of the person who said it, while in others they might read a letter and correct the false statements. Interspersed throughout the book are parables (four in total, of about 400 words) which ask students to think about and discuss their meanings. In short, both the quantity and variety of activities make it easy to manage lessons using this book.

The design of the units and activities make the textbook an effective pedagogic tool for teaching language in general and for teaching reading in particular. The key element in this is the focus of the text on the meaning of the readings rather than just on the language itself. It does this in several ways. First, the reading sections are short and not too difficult, so students do not become overwhelmed trying to understand the language rather than the main point of the readings. Secondly, vocabulary words with easy-to-understand English definitions at the end of the reading sections help students avoid getting stuck on unknown words. Thirdly, the questions after the reading sections are sequenced, reinforcing the priority of understanding the message in the reading and training students to infer the meaning of more difficult details through an understanding of the general context. Fourthly, pre- and post- reading questions encourage students to focus on the topic.

The teacher's manual, an indispensable component, is what makes the text work. In addition to giving the answers to questions asked in the textbook, it provides step-by-step guidance on how to conduct lessons. Instructors are given detailed instruction on how to do everything from warm-ups to extended activities. In addition, by using the manual, the instructor can add depth to both the language activities and the topic. It suggests, for example, specific ways to orient the students to the activity and topic. It also directs instructors and learners to difficult or possibly unknown expressions in the text so that students are given a chance to learn language and are not left wondering about certain parts of the text. Furthermore, the manual suggests ways in which the instructor can engage the students in the topics more deeply. In addition to offering questions to make students think more about the meaning, it provides an abundant amount of optional activities that give students more opportunity to work with the topic and language.

This book is intended for beginning-level students, and for my students, first-year junior college students enrolled in an English communication course, the book seemed to be at the appropriate level. There is, however, a problem in that it is designed more for multi-lingual TESL classes in the U.S. than for EFL classes in Japan. While none of the activities require that students be from different countries, the book was clearly intended for such classes. Several of the short reading sections, for instance, are written by students with different nationalities. Moreover, the scanning sections tended to emphasize points that would not be particularly useful for people residing outside the U.S. These sections, for example, featured such items as department store sales, employment, and housing advertisements from American newspapers. Despite this one drawback, the many strengths of *Journeys: Reading 1*, along with its supportive teacher's manual, make it a textbook that ought to be considered for beginning-level students.

Reviewed by David Shimizu,
Hiroshima Yasuda Women's Junior College

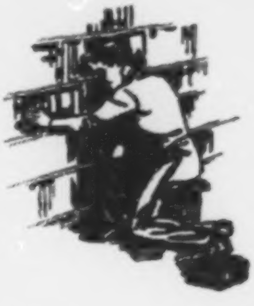
***Let's Go: Starter*. B. Hoskins, Ritsuko Nakata, & K. Frazier with songs and chants by Carolyn Graham. New York: Oxford University Press, 1998. Teacher's Book: Pp. xii & 73. ¥3,080. ISBN: 0-19-435292-7. Cassette: ¥3,000. ISBN: 0-19-435293-5. Students' Book: ¥1,500. ISBN: 0-19-435290.**

"*Let's Go* is a six-level course designed for children learning English for the first time" (Teachers' Book, p. iv). *Starter* is a new addition to the series and is designed to be used with kindergarten-aged Japanese children who have had no previous English instruction and do not yet read. In addition to the Teacher's Book and Student's book, *Starter* components include a student workbook, a set of 41 seven-by-ten inch teacher picture cards, 82 playing card-sized student picture cards, and wall charts.

The Teacher's Book describes the course, gives full instructions on how to use the books and explains the underlying philosophies and principles of the course. The authors expand on the MAT method, which is the core method of the series. According to the MAT (M-model, A-action, T-talk) philosophy, the teacher presents the language at a natural speed so the students can use the language easily and eventually understand native speakers. To do this, the teacher models the new language and often combines it with actions to help comprehension.

Then the students practice the language in drills and games, often in pairs, most of which resemble real life. After that, the students should be able to produce the new language and talk to each other spontaneously in meaningful ways. As yet I have not found this to happen. I think that the students need more time and meaningful experiences to feel comfortable about using the new language. However, the method does give the students time to speak English and to practice it in game situations, which is good.

The text claims to be a pre-reading level text, so I would expect that the emphasis would be on activities and speaking. However, I found that a lot of time was needed for the students to do reading and writing work. Only some of my students were ready to write and they found the workbook difficult. It was also expected that the students would "learn the pre-reading skills of recognizing and printing both capital and lower case alphabet letters, know the basic sight words of English, and recognize the numbers in numeral form" (Teacher's Book, p. iv). This seems to be a contradiction to the aforementioned claim.



Each lesson plan is nicely presented in the Teacher's Book with suggestions for extending the lesson. The Teacher's Book is clearly laid out, as are the Student Book and the Workbook. Both the Teacher's Book and the Student's Book have syllabus charts which allow everybody to know what is to be taught and when. This is useful for the teacher and the parents. The pictures used are colourful, simple, cheery, and support the text. They are easy for the students to understand.

The cassette has some good chants on it, which the students learned fairly quickly and enjoyed. However, it was difficult for the students to learn a new chant each lesson. Kindergarten level can include students who are ready for fine hand skills and learning to read, but it can also include students who aren't. Thus, I found it better to work with the material more slowly using additional activities. Otherwise, the class was too structured and the students became frustrated. I also discovered that even with modelling the expected behaviour, the students found it difficult to understand what they needed to do and it was sometimes better to explain in Japanese.

Although some of the workbook exercises were a little difficult to comprehend at first, the students enjoyed colouring in the pictures. The students were able to show their parents the work that they had been doing and they had something to remind them of what they had learned. In conclusion, this is a useful set for teachers and kindergarten-aged children if used with discretion. It would be a good text for a language school to use, but for a teacher with only one or two classes the cost of the set might be a bit expensive.

Reviewed by Chris R. Williams,
Reitaku Mizunami Junior High School

***Simply America, Simply Japan.* Jim Knudsen. Tokyo: Nan'un-do, 1997. Pp. vi + 55. ¥1,300. ISBN: 4-523-17308-7.**

For those instructors who are interested in teaching a reading course on comparative culture at the elementary college level, *Simply America, Simply Japan* might prove very useful. The twenty-four lessons in the textbook cover such topics as school life, shopping, movie-going, dating, university organization, work, and marriage. Each lesson also includes comprehension, vocabulary, structure and usage, and composition exercises.

The reading selections deal with a specific aspect of American and Japanese culture as the author perceives it. For the freshman non-English majors we teach, the short passages were, for the most part, interesting and understandable. After reading each selection, our students enjoyed discussing the similarities and differences between American and Japanese culture and ways of thinking. Through these discussions, the students came to realize that there were not as many differences between the two countries, especially among the younger generation, as the author seems to think. They seemed to enjoy comparing their individual points of view with those of the author.

According to the editors of this textbook, the aim of the exercises is to help students improve their English skills and use English as a means of communication. The exercises are very easy to do, and the students can review what they have learned after each lesson. The ones on structure and usage are particularly good because they give the students additional practice in using the various types of expressions introduced in the readings.

There is, however, a drawback to this textbook. Both of the teachers who used the textbook, the nonnative-English speaker and the native speaker of English, feel that the textbook is written too informally to serve as a good model for reading or writing; therefore, its use is not conducive to the further development of those skills. The following examples will give some idea of what we have in mind. In Lesson 6, the author writes as follows:

> Because of the crowds, movie-going in Japan can be an exhausting experience. And frustrating, too. . . .

In Lesson 7, which is about dating, he explains that

> Sometimes, the boy and girl go to a school dance together. Or to a movie or bowling alley. Or, in the summer, to the beach or swimming pool. . . .

The nonnative English speaker generally requires her students to read and reread the text until they can understand it in English. Since the students tend to memorize what is before them, a well-written text is essential. The native speaker of English sometimes requires her students to write short summaries and/or comments on the selections in English. Leaving the text as it is, without correcting it, makes it more difficult for the students to learn to write the kind of English they need.

In conclusion, this textbook covers many interesting topics, and the exercises are easy to use. However, we both think that it would have been an even better textbook if it had been written in the kind of English that would be useful for the students to use as a model rather than in the very colloquial style that was used.

Reviewed by Evelyn Yokota, Kunitachi College of Music
and Atsuko Hane, Nihon University

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of June. Please contact Publishers' Reviews Copies Liaison. Materials will be held for 2 weeks before being sent to reviewers, and when requested by more than 1 reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Business

Grant, D., & McLarty, R. (1998). *Business basics: Personal cassettes* (self study cassettes, pocket book). Oxford: Oxford University Press.
Hollett, V. (1998). Business objectives: Personal cassettes (self study cassettes, pocket book). Oxford: Oxford University Press.

Children's Materials

Macfarlane, M., & Whitney, N. (1998). *Open house: Come in* (student's, workbook, cassette). Oxford: Oxford University Press.
Macfarlane, M., & Whitney, N. (1998). *Open house: Step up* (student's, workbook). Oxford: Oxford University Press.

Course Books

Bradley, S., Dyer, W., Hayman, J., Soars, J., & L. (1996). *Intermediate headway: Australia* (student's, teacher's, cassette). Melbourne: Oxford University Press.
Bradley, S., Dyer, W., Hayman, J., Soars, J., & L. (1997). *Pre-intermediate headway: Australia* (student's, teacher's, cassette). Melbourne: Oxford University Press.
*Grohe, W., & Root, C. (1996). *Speaking globally: English in an international context* (student's, cassette). New Jersey: Prentice Hall Regents.
Richards, J. (1999). *Spingboard 2* (student's, cassettes). Oxford: Oxford University Press.
Soars, L., & J. (1998). *Upper-intermediate new headway English course* (student's, workbook, class cassettes). Oxford: Oxford University Press.

Graded Readers

Dean, M. (1997). *Factfiles: Flight* (stage 1). Oxford: Oxford University Press.
Hopkins, A., & Potter, J. (1997). *Factfiles: Oxford* (stage 2). Oxford: Oxford University Press.
Kerr, L. (1998). *Factfiles: Mission Apollo (stage 3)*. Oxford: Oxford University Press.
Vicary, T. (1997). *Factfiles: Kings and queens of Britain* (stage 1). Oxford: Oxford University Press.

Reading

!Heron, E. (1998). *Intensive care: The story of a nurse* (abridged version). Tokyo: Japanese Nursing Association Publishing Company.

Video

MacAndrew, R. (1998). *Window on Britain* (activity book, video guide, video). Oxford: Oxford University Press.
Viney, P., & K. (1998). *An English language teaching adaptation of Wallace and Gromit: The Wrong Trousers* (student's, teacher's, sample video). Oxford: Oxford University Press.

For Teachers

Kramsch, C. (1998). *Oxford introductions to language study: Language* and culture. Oxford: Oxford University Press.

Gender Awareness in Language Education

!Summerhawk, B., McMahill, C., & McDonald, D. (Eds.). (1998). Queer Japan: Personal stories of Japanese lesbians, gays, bisexuals, and transsexuals. Norwich: New Victoria Publishers.

JALT News

JALT99's Visiting Asian Scholar

To promote excellence in foreign language teaching and learning and to cooperate with other language associations, JALT annually offers scholarships to teachers living in Asia. Scholarships have previously been awarded to language educators from Malaysia, The Philippines, Cambodia, Laos, Vietnam, The People's Republic of China, and Russia. In 1999, JALT reaches out to Indonesia.

Indonesia is the Highlight of 1999. The 1999 Asian Scholarship enables one scholar from Indonesia to share her stories and EFL research with teachers in JALT chapters around Japan, at SIG events, and at JALT99. All applicants were asked to send their full resume, a covering letter explaining their interest in the scholarship and their availability to speak at chapter-hosted events and at JALT99, and a 5-minute tape outlining their goals of sharing language teaching skills with others.

Introducing Christianty Nur of STBA University

JALT's International Affairs Commitee and Program Committee are very pleased to introduce this year's scholar, Christianty Nur, MA in Applied Linguistics and Doctoral Candidate of Sekolah Tinggi Bahasa Asing University, Indonesia:

Hello, I'm Christianty Nur and I'm from Padang, West Sumatra. My interest in the English language began when I was 8 years old. My father took my older sister and me to Penang to study at a local primary school. In no time at all I was able to speak and to write in a second language. Because I was still young it was easy. I had a wonderful time because I was exposed to new and different cultures: Chinese, Malay and Indian.

Before returning home from Penang, I told my sister that I wanted to teach English. She took me straight to the principal's house and told him I was ready to teach! At that time I was just 18 years old. But the very next day I started to teach primary school through grade six. Twice a week for 40 minutes. I wasn't old enough to commute by motorcycle so I rode a bicycle to school.

I later said to myself maybe I had chosen the wrong profession. The pay was poor, and still is, and there are not many facilities. But as I enjoyed teaching so much, I continue. I now teach at university: speaking, pronunciation and English for office practice. With my knowledge and experience of teaching in Indonesia I would like to share my stories with other teachers. And to exchange ideas so we might develop new ideas to try out with our students.

Thank you. Terima Kasih.

Christianty Nur also says she is looking forward to meeting with her new colleagues in the chapters and at JALT99. She has collaborated with teachers in Thailand, Vietnam, and the Philippines, but she has never had the opportunity to share or develop her research in Japan. She is currently writing an article for *The Language Teacher* and, after meeting with teachers during her tour of Japan and attending JALT99, will submit a report or article to the *Conference Proceedings*

Valuable Support from LIOJ and Intercom Press Inc. JALT Associate Member LIOJ in Odawara provides expert assistance in obtaining a visiting scholar's visa. Another of our very supportive associate members, IntercomPress in Fukuoka, has kindly sponsored a JR rail pass. The 1999 scholar will follow an energetic routing through six Kyushu chapters including Kitakyushu City, the site of the Pan Asian Conference in 2001. Homestays will be arranged and hotels when more convenient. Participating chapters will provide a stipend and in many cases an honorarium for speaking.

JALT Asian Scholarship in 2000 JALT invites candidates residing anywhere in Asia outside of Japan to send in their resume, letter of intent, and a 5-minute tape outlining what they hope to achieve as the JALT2000 Asian scholar. For further details, please contact David McMurray, the International Affair Committee Chair, at JALT Central Office (contact information on masthead page).

Bulletin Board

edited by david dycus & kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form.

The Language Teacher Staff Recruitment

The Language Teacher needs English language proofreaders immediately. Qualified applicants will have JALT membership, language teaching experience, Japanese residency, fax, e-mail, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional meetings, on-line and face-to-face. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear.

The Language Teacher's supervised apprentice program trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. Beginning this month, our recruitment policy will reflect this reality: As a rule *TLT* will recruit publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant.

Please submit a curriculum vitae and cover letter to William Acton; JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; <i44993g@nucc.cc.nagoya-u.ac.jp>.

Call for Participation: NLP Training Courses—NLP (Neurolinguistic Programming Association and MetaMaps) are proud to announce courses to be given in Nagoya and Tokyo by Richard Bolstad and Margot Hamblett, Master NLP and Hypnotherapy Trainers from New Zealand. In Nagoya, at Nanzan University, they will offer a two-day Introductory Course with bilingual interpretation from July 31 to Aug. 1, followed by a four-day Educational Hypnosis Course from Aug. 2-5. Participation in the Educational Hypnosis Course is restricted to those who have completed the Introductory Course or who have a NLP Practitioner Certificate. In Tokyo, at Tokyo Jogakkan Junior College, they will again offer a two-day Introductory Course from Aug. 7-8, followed by the four-day Educational Hypnosis Course from August 9-12. The same restictions noted above apply to the Educational H[illegible] Course. For those wanting the NLP Practitioner certification, further training is available August 14-19 and 21-26th. For more information in Japanese contact: Momoko Adachi; t/f: 052-833-7968. For information in English, contact: Linda Donan; t/f: 052-872-5836; <donan@hum.nagoya-cu.ac.jp>; or Sean Conley; t: 0427-88-5004; <Sean.Conley@sit.edu>.

Call for Presentations: JALT Tokyo Metro Mini-Conference—The Tokyo Metro Chapters will hold a regional mini-conference on Sunday, December 5, 1999 at Komazawa University on the theme, "Classroom Practice: Forging New Directions." Extensive computer facilities (Windows/Mac) allow for several hands-on CALL and Internet presentations simultaneously. Please note that due dates differ according to presentation type. (a) Due by July 15: Abstracts for papers, workshops, discussions, and demonstrations on any aspect of language teaching, for anonymous vetting. Abstracts should be no longer than 250 words (English) or 1000 *ji* (Japanese). A program summary of 50 words is also required, and Japanese papers should have an English summary. Please specify time blocks of 40, 80, 120 minutes and equipment/computer needs. (b) Due by Sept. 25: Show & Tell submissions (15 minutes) to explain your favorite classroom technique, learning strategy, or language game. Include a 50-75 word summary with a descriptive title. Send submissions by e-mail or on disk in RTF format and include the following information: name, address, tel/fax/e-mail contact information, presentation title, type of presentation, teaching level or intended audience (as applicable), time block, equipment needed, abstract, summary and biodata (25 words). Send to: David Brooks; JALT Tokyo Mini-Conference, 1-13-27 Tamacho, Fuchu, Tokyo, 183-0002; <dbrooks@tkb.att. ne.jp>; <http//home.att.ne.jp/gold/db/tmmc>. Acceptance notification will be made in September.

Call for Participation: LTRC 99—The Japan Language Testing Association (JLTA) will host the 21st Language Testing Research Colloquium (LTRC) at the Tsukuba International Convention Center from Wednesday, July 28 through Saturday, July 31, 1999. The theme of this year's conference is "The Social Responsibility of Language Testing in the 21st Century." A panel discussion, symposia, research papers, and poster sessions will be given by over 40 scholars from around the world. Among the featured speakers are: Alan Davies (University of Edinburgh), Elana Shohamy, (Tel Aviv University), Bernard Spolsky (Bar-Ilan University), Tim McNamara (University of Melbourne), Ikuo Amano (Center for National University Finance), Nancy Cole (President, ETS), Hiroshi Ikeda (Educational Testing Research Center, Japan Institute of Lifelong Learning), Lyle Bachman (UCLA) and Charles Alderson (Lancaster University). Contact the secretariat by e-mail at <youichi@avis.ne.jp> or see the JLTA WWW site at <http://www.avis.ne.jp/~youichi/JLTA.html> for more details.

Call for Papers: *TLT* Special Materials SIG Issue—A special issue of *The Language Teacher* focusing on materials is scheduled for publication in March 2000. Almost every teacher is involved with materials in some way, either by using materials, creating their own materials for the classroom, publishing materials themselves, or publishing materials professionally. We especially invite submissions in either English or Japanese of feature, opinion, and perspective articles that provide a principled framework for materials production. Please include an abstract, if possible with translation. We are hoping for articles with a broad appeal, ranging from materials for children to adults. Any materials publishers with new textbooks or coursebooks (at any level) for the 2000 academic year are invited to submit them for a materials survey review. Current reviews of books related to materials are also being sought for the reviews column. Please submit materials and manuscripts by September 1, 1999: in English to Kent Hill; <kentonet@obirin.ac.jp>; Hikone-so 202, Tokiwa-cho 3461-1, Machida-shi, Tokyo, 194-0213; t/f: 042-798-1599; in Japanese to Hagino Hiroko, 5-26-31-101 Nakano, Nakano-ku, Tokyo 164-0001; tel/fax: 03-3319-0046; <hhagino@twics.com>.

Special Interest Group News・研究部会ニュース

edited by tom merner

One of the three newly approved SIGs, Gender Awareness in Language Education, which was to appear in this column is featured in the Chapter In Your Life column along with details of their Mini-Conference to be held in Tokyo on June 20th.

There are three SIG sponsored events scheduled in June as follows.

新たに承認された研究部会の一つで今月このコラムで紹介する予定となっていました、ジェンダーと語学教育研究部会は「Chapter In Your Life」にて6月20日に開かれる小会合の内容とともに紹介されています。

6月に会合を開催する予定の研究部会は以下の３グループです。

CALL SIG *<http://jaltcall.org>*—The Basics of CALL, a hands-on mini-workshop for (Jr. & Sr.) High School teachers of English will be Saturday, June 12, 1999 at Tokyo Metropolitan Institute of Technology <jwada@krlcal56.tmit.ac.jp>.

中学・高校レベルの英語教師を対象とした実践的ワークショップ「The Basics of CALL」は、6月12日(土曜日)に東京総合技術教育センターで開催されます。

Teacher Education SIG *<http://members.xoom.com/jalt_teach/>*—On June 19th and 20th we will be hosting a two-day conference and workshop on "testing and assessment for learners, teachers and trainers" at the Kyoto International Community House. Please note the change of dates from earlier notices. For a copy of the call for papers, registration material, or further information contact Janina Tubby at <janina@gol.com>, or c/o Sumikin Intercom. 7-28 Kitahama 4-chome, Chuo-ku, Osaka 541-0041; t: 078-845-5768.

「学習者、教師、教師教育者のための試験と評価」と題したワークショップを6月19日、20日の二日間に渡り、京都国際コミュニティーハウスにおいて開催いたします。日程の変更がございましたことご留意ください。詳しくは、Janina Tubby (連絡先は英文参照)まで。

CUE, J/SHS, TC, Video SIGs—Language Learning From Cradle to College: Media and Methods. A mini-conference sponsored by the Teaching Children, Junior/Senior High, College and University Educators and Video SIGs, in cooperation with the Kansai area JALT chapters, with concurrent sessions by speakers from all four SIGs will be held at Osaka Bentencho YMCA WEXLE Center (8F) on Sunday, June 13th from 10:00 to 3:30 (Sessions at 10:30, 11:30, 1:00 and 2:00). Admission is free.

大学語学教育、中学高校語学教育、児童語学教育、ビデオの各研究部会、および関西地区JALT支部共催による会合、「ゆりかごから大学までの語学教育：メディアと方略」が6月13日（日曜日）大阪弁天町YMCA WEXLEセンター８階において10:00から3:30まで開催されます。入場無料。

Regular Announcements

Bilingual SIG—Please note that the URL for the Bilingual SIG website has been changed to <http://www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>.

バイリンガル研究部会のウエブサイトが上記URLに変更となりました。

Computer Assisted Language Learning SIG *<http://jaltcall.org>*—Submissions are being accepted until July 31, for *Recipes for Wired Teachers* at <ryan@gol.com>. The new CALL SIG book, *Teachers, Learners, and Computers: Exploring relationships in CALL*, is now available. Visit the CALL site for purchasing details and to find out about SIG activities.

「Recipes for Wired Teachers」への投稿原稿を7月31日まで<ryan@gol.com>において受け付けております。また、当部会出版物の購入方法、会合につきましては部会ウエブサイトをご覧ください。

College and University Educators SIG *<http://www.wild-e.org/cue/>*—The College and University Educators N-SIG (CUE) would like to announce an ongoing CALL FOR PAPERS in the following categories: Features Section, Notes from the Chalkface (articles about successful classroom techniques), What They're All Talking About (reviews of websites, books, etc.), My Two Cents (opinion pieces). Beginning in 1999 there will be a "Reader's Choice Award" given at the end of each year to the article voted "most interesting/informative" by CUE members. Contact Bern Mulvey <mulvey@edu01.f-edu.fukui-u.ac.jp> for more information.

大学外国語教育部会では、特集記事、成功した指導方略案、書評、意見等会報掲載のための記事を募集します。また、今年より年末に部会会員によって選ばれた最も興味深く、有益な記事には賞が贈られます。詳細は、Bern Mulvey（連絡先は英文参照）まで。

Material Writers SIG—If you are planning to self-publish your teaching materials, by all means save yourself time, trouble, and money by taking advantage of our ISBN offer. For details contact Ian Gleadall <glead@biology.is.tohoku.ac.jp>. For a sample copy of our newsletter, contact Chris Poel <cjpoel@zb3.so-net.ne.jp>.

自作教材の自費出版をご計画の方は、ぜひ当部会のISBN御利用で時間、労力、経費の節約を！詳細はIan Gleadallへ。又、当部会の会報をご覧になりたい方はChris Poelへご連絡下さい（各氏への連絡先は英文参照）。

Foreign Language Literacy SIG *<http://www.aasa.ac.jp/~dcdycus/>*—The first newsletter of 1999 has been sent out to listed members. If you think you should be on the mailing list or if you want to join, contact us. The next issue of our publication, LAC, is coming very soon. Watch for it. Also, visit our homepage and sign up for our FL Literacy discussion list.

1999年第一号の会報が登録会員に送付されました。受け取られていない会員の方、また、入会ご希望の方は当部会までご連絡ください。次号「LAC」もまもなく発行されます。

For details of other SIGs which do not appear in this month column, please refer to the websites below.

今月登場しなかった部会の詳細につきましては、以下各部会ウエブサイトをご覧ください。

Global Issues in Language Education SIG
<http://langue.hyper.chubu.ac.jp//jalt/nsig/globalissues.ht>

Junior and Senior High School SIG
<http://www.esl.sakuragaoka.ac.jp/tsh/>

Professionalism, Administration, and Leadership in Education SIG
<http://www.voicenet.co.jp/~davald/PALEJournals.html>

Testing and Evaluation SIG
<http://www.geocities.com/~newfields/test/index.html>

Video SIG
<http://members.tripod.com/~jalt_video/>

SIG Contact Information

Bilingualism-*Chair*: Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>

Computer-Assisted Language Learning-*Coordinator*: Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-5-2711(w); <holmes@nucba.ac.jp>

College and University Educators-*Coordinator*: Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Global Issues in Language Education-*Coordinator and Newsletter Editor*: Kip A. Cates; t/f: 0857-28-2428(h); <kcates@fed.tottori-u.ac.jp>

Japanese as a Second Language-*Coordinator*: Haruhara Kenichiro; t: 03-3694-9348(h); f:03-3694-3397(h); <BXA02040@niftyserve.or.jp>; *Coordinator*: Nishitani Mari; t: 042-580-8525(w); f: 042-580-9001(w); <mari@econ.hit-u.ac.jp>

Junior and Senior High School-*Coordinator*: Barry Mateer; t: 044-933-8588(h); <barrym@gol.com>

Learner Development-*Coordinator*: Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>

Material Writers-*Chair*: James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>

Professionalism, Administration, and Leadership in Education- *Membership Chair*: Edward Haig; f: 052-805-3875 (w); <haig@nagoya-wu.ac.jp>

Teaching Children-*Coordinator*: Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com> (English); <elnishi@gol.com> (Japanese)

Teacher Education-*Coordinator*: Neil Cowie; t/f: 048-853-4566(h); <cowie@crisscross.com>

Testing and Evaluation-*Chair*: Leo Yoffe; t/f: 027-233-8696(h); <lyoffe@thunder.edu.gunma-u.ac.jp>

Video-*Coordinator*: Daniel Walsh; t: 0722-99-5127(h); <walsh@hagoromo.ac.jp>

Affiliate SIGs

Foreign Language Literacy-*Joint Coordinator* (Communications): Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>

Other Language Educators-*Coordinator*: Rudolf Reinelt; t/f: 089-927-6293(h); <reinelt@ll.ehime-u.ac.jp>

Gender Awareness in Language Education-*Coordinator*: Cheiron McMahill; t: 0274-82-2723(h); f: 0270-65-9538(w); <chei@tohgoku.or.jp>

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Chiba: *January 1999*—**Authentic versus Simplified Language,** by Damian Lucantonio. This presentation was divided into three sections. The first part dealt with the theoretical issues that have emerged from research in systemic functional linguistics. Specifically, the nature of spoken language was examined, as well as the differences between spoken and written language. The second part examined the differences between authentic versus simplified spoken language. To illustrate these differences, an authentic text and a simplified text were analyzed and their features discussed. The authentic text involved a transcription of a conversation occurring at an Australian ski resort. The simplified text was taken from a popular commercial EFL textbook. The third section dealt with the implications of using authentic versus simplified language in the classroom. One alternative involved using scenes from movies. While not totally authentic, they are closer to the way people actually speak than textbook versions. The presenter presents new vocabulary with matching exercises and has students put sentences together to make a conversation.

Chiba: *March 1999*—**Taking Gay Issues Out of the Closet,** by Kathy Riley. The presenter began the workshop by having participants sit around a table and examine photocopied pictures from Japanese newspapers, matching the photos to the captions. This allowed participants to discuss issues of stereotyping and prejudice. The speaker then introduced a video called, "It's Elementary," used in teacher training and aimed at elementary and junior high school students in the United States. The video dealt with various ways in which gays and lesbians are discussed, the reality being they will be covered openly in the classroom or inappropriately by name-calling children in playgrounds and hallways. The focus was not on sex, but rather on accepting differences between people. The dangers of prejudice and stereotypes were also discussed in the film. *(Both reported by Bradley Moore)*

Fukui: *February 1999*—**English Education in Indonesia and Japan,** by Maman Supriyanto. Supriyanto presented the results of a new study comparing the different methods of reading instruction in Indonesia and Japan and their effects on test scores. Study results showed that although Indonesian teachers of English tended to use more communicative approaches in teaching reading comprehension, oral communication test scores of Indonesian students were only slightly above those of their Japanese counterparts. Supriyanto, assisted by special guests Joko Nursanto and Ignatius Slamet, led a discussion of the general differences in educational systems and teaching methods in Indonesia and Japan and how these differences could have affected the research results. *(Reported by Michelle Griffith)*

Ibaraki: *January 1999*—**Viva la Video,** by Allison McPhee. McPhee demonstrated many strategies that can be used to exploit video in the classroom more fully. The first strategies involved looking for contextual clues with the sound lowered. One strategy used the students' previous knowledge. Students previewed a scene without sound, then made guesses as to the context of a scene, including type of situation, personalities, and particular objects. Another strategy, mirroring, involved having students focus on particular characters and how to mirror their behaviour. The third strategy used split screens, having the students watch only one half of the screen to imagine what is happening on the other half.

McPhee then demonstrated how the video soundtrack could be exploited. If students listen to a scene before viewing it, they can learn vocabulary items and understand contextual clues by focusing on dialogue and sound effects. McPhee also mentioned strategies using question and answer sheets with films and videotaping students doing roleplays of scenes. *(Reported by Neil Dunn)*

Kitakyushu: *February 1999*—**My Share,** by Tsuchiya Hiroyuki, Chris Carmen and Margaret Orleans. Tsuchiya opened the evening with a ventriloquism display, using a puppet to encourage student responses to his questions and model popular song lyrics. The audience, acting as students, were asked to fill in missing vocabulary and grammatical structures from photocopied lyric handouts, then sing the completed song.

Carmen taught us how to play a game he called, "Yes, No, Maybe." Groups try to predict a member's response to an ethical or social dilemma. Some controversial matters called for justifying one's answers and challenging the views of others.

Orleans began with the game "Taboo" in which two teams competed against the clock to help one of their members guess a word by giving synonyms or other lexical hints. She adapted the commercial game by having students make their own word lists. According to Orleans, this activity is useful for vocabulary expansion and retention. *(Reported by Dave Pite)*

Osaka: *February 1999*—**Japanese Labor Laws and Foreign Teachers,** by Dennis Tesolat. Tesolat is the vice chair of the General Union and has been involved in labor organizing in Japan for several years. The General Union was founded in 1991 with the goal of serving part-time and contract workers excluded from other unions. By chance rather than design, about 80% of its members are foreigners, usually English teachers. The General Union serves nonmembers who call with a problem but asks that they join the union. About one third of the members are individuals working at companies with no union branch.

Tesolat discussed the *Labor Standards Law* and *Trade Union Law* as they apply to non-Japanese teachers. He said that by law all employees working over twenty hours per week should have a pension and health care plan. Employees are legally entitled to ten days of personal leave after six months of work. The number of days off increases with each year of work and applies to part-time workers as well.

Some upcoming changes in the law in 1999 will apply to English teachers. For example, from this year, five-year contracts are allowable. On the other hand, he noted that in some ways working teachers were better off working without a contract as this implies a more permanent commitment by their company. Also, the law will change to allow companies or schools to dispatch their teachers to other places. This is currently illegal, although it is a widespread practice. *(Reported by Rebecca Calman)*

Chapter Meetings

edited by tom merner

Regional Events

Kansai Region—**Mini-Conference, Language Learning from the Cradle to College.** JALT Kansai chapters and SIGs for Teaching Children, Junior and Senior High School Teaching, College and University Educators, and Video are sponsoring a joint mini-conference. The theme is *Language Learning from the Cradle to College.* The all-day event will have multiple presentations and workshops on language teaching, learning, and the use of media techniques in the classroom. *Sunday, June 13, 10:00 to 3:00; Benten-cho YMCA, 2-Bangai 8F, ORC 200, Benten-cho; Look for further announcements in your local chapter's newsletter or special mailing.*

Kyushu Region—**Speaking of Speech,** by Charles LeBeau. These workshops cover both the content and the techniques of teaching speech and debate to low-level learners. Participants will experience a variety of fun activities guaranteed to work in the classroom. In application, students will develop fluency, communication skills, confidence and a fondness for English. The basic skills of public speaking and debate also support expression and comprehension in writing and reading. Attendance at this workshop will provide teachers with valuable techniques and activities for their classes and for training students for speech contests. *All venues: JALT members free, one-day members ¥500; more info: <http://kyushu.com/jalt/lebeau.html>*

Fukuoka JALT—Saturday, June 5, 4:00-6:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24.

Nagasaki JALT—Sunday, June 6, 1:30-4:30; Russell Kinenkan, 2nd floor (next to Kwassui Women's College and Oranda Zaka, 1-50 Higashiyamatemachi, Nagasaki 850-8515).

Kitakyushu JALT—Tuesday, June 8, 7:00-9:00; Kitakyushu International Conference Center, Rm 22, 1-1 Asano, Kokurakita-ku, Kitakyushu.

Kumamoto JALT—Wednesday, June 9, 6:30-8:30; Kumamoto Gakuen Daigaku Oe 2 chome, 5-1, Kumamoto.

Miyazaki JALT—Thursday, June 10, 6:00-8:30; Omiya High School, Hyakushunen Kinen Kaikan, 1-3-10 Jingu Higashi, Miyazaki.

Kagoshima JALT—Saturday, June 12, 2:00-4:00; Kagoshima University, Faculty of Education Building, Rm 101, 20-6, Korimoto 1-chome, Kagoshima.

Chapter Events

Akita—Dave Ragan, Minnesota State University - Akita. More detailed information on the presentation will be available later. *Saturday, June 26, 2:00-4:00; MSU-A.*

Chiba—**1. A Sound Foundation for the EFL Classroom,** by Gordon Sites, Aikoku Jr. & Sr. High School. The presentation will discuss ways of teaching the basics of the English sound systems to Japanese first-year EFL students.—**2. It's Better to Prepare Our Students for the Expected or the Unexpected in Life,** by John Raby, ELT Editor. This will be a guided discussion to consider whether preparing students for the unexpected is an improvement on preparing then for the expected. *Sunday, June 20, 11:00-1:00; Chiba Community Center, 6F; one-day members ¥500.*

Fukui—**Motivating Japanese Students to be Active Communicators,** by David Paul, David English House. By strengthening the students' initial, natural curiosity and presenting structures through student-friendly activities, we can train students to be continuously active learners who are capable of speaking, reading, and writing English at high levels. This presentation will focus on entertaining games and songs that enhance speaking, and stimulating activities for nurturing reading and writing. *Sunday, June 13, 2:00-4:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500.*

次第に英語学習に対して消極的になりがちな日本の学生のもともと持っていた英語に対する興味を強め、発話力、読解力、作文能力を育ててレベルを高める、楽しく、刺激的なアクティビティーをDavid Paul氏が紹介します。

Fukuoka—**Speech and Debate: High Schools and Universities,** by Charles LeBeau, author and trainer. See the regional notice above for further details

Gunma—**Speaking Activities in the EFL Classroom,** by Takahiko Hattori, Otsuma Women's University. This presentation will introduce a variety of speaking activities suitable for pairwork, groups, and large classes in Japan. These include new ways of introducing oneself and meeting others, giving a short speech in front of a small group, and an information gap communicative activity which inspires learners to talk and be creative. *Sunday, June 20, 2:00-4:30; Nodai Niko High School, Takasaki; one-day members ¥1,000, students, ¥200.*

Hamamatsu—**Productive Pressures: Motivating Students & Tired Teachers,** by Don Maybin, Language Institute of Japan. This workshop will show how "productive pressures," such as teams, points, and time limits, can be incorporated in lesson plans. This hands-on workshop will be of interest to teachers of large classes of apathetic students, so come along and get involved!! *Sunday, June 20, 1:00-4:00; HICE International Centre, Forte Bldg; free to all.*

Hokkaido—**Computers & Teaching the Four Skills in Language Learning,** by Bob Gettings & others. The speakers will share some of the ways that they are using computers and the Internet to teach the four skills in language learning. Individual home computers, school computer labs, Local Area Networks (LAN), e-mail and the Internet, and making your own software and homepages will be demonstrated. *Sunday, June 27, 1:30-4:00; Hokusei Women's Junior College, Room C345, Minami 4 Nishi 7, Chuo-ku, Sapporo; one-day members ¥1,000.*

Bob Gettings他各氏が語学の4スキルをコンピューターやインターネットを使用して指導する方略を紹介します。個人の自宅や学校、LANに接続されたコンピューター、電子メール、インターネット、ソフトウエアやホームページの作成等について講演します。

Ibaraki—Chapter Retreat. The Ibaraki Chapter will be holding a retreat on classroom research, classroom practice, and sharing of teaching ideas and experiences June 26 and 27 at Daigo in Ibaraki Prefecture. The themes of the retreat are still to be determined, along with the cost. A special supplement will be mailed out to Ibaraki Chapter members. For further information, Kunio Kobayashi; 029-271-2873, <kunihiko@cc.ibaraki-ct.ac.jp> or Neil Dunn; 029-254-6230, <ndunn@call09.hum. ibaraki.ac.jp>

茨城支部では教室内研究、教室指導実践や指導案の交換等をテーマとした小会合を6月26日と27日に茨城県大子町で開催する予定です。詳細や費用につきましては検討中のため、近日中に支部会員へご案内をお送りします。

Kagoshima—**Using Concordances from Small Corpora: Video Transcripts and Newspapers,** by Bill Pellowe, President, Fukuoka JALT. This workshop will introduce participants to CONC, a freeware concordancing program for Macintosh. Practical applications of this software will concentrate on its ability to provide comprehensive, interactive "indexes" of all the words in any particular text. *Saturday, June 26, 2:00-4:00; Shigakukan University Language Laboratory, 1904 Uchi, Hayato-cho, Aira-gun, Kagoshima-ken (0995-43-1111); one-day members ¥500.* Also, see regional notice above.

福岡支部会長の Bill Pellowe 氏が、文に含まれるすべての単語を理解しやすくかつインタラクティブな索引に変換することが可能なマッキントッシュ用コンコーダンスソフト CONC を紹介します。

Kanazawa—**Dreams Come True: Ideas for Teaching Pronunciation in Senior High School Classes,** by Kaiki Yukito, Toyama Prefectural Takaoka Minami Sr. High School. This "classroom report and workshop" will introduce participants to some ways of teaching English pronunciation to Japanese students. The presenter will also deal with some ways of enjoying reading aloud, oral interpretation, reading, theater, etc. This practical presentation should hold particular appeal for public school English teachers and foreign Assistant English Teachers. *Sunday, June 20; Shakai Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; one-day members ¥600.*

富山県立高岡南高校の Kaiki Yukito 氏が、日本人学生への発音指導方略を紹介するとともに、発声しての読書、通訳、読書、演劇等様々な話題について講演します。

日本人英語教師パネラーが日本の小学校から大学までの英語教育に関する質問に応じます。

Kobe—**Kansai Mini-Conference: Language Learning from the Cradle to College.** See the regional notice above for further details

Kyoto—**Testing and Assessment for Learners, Teachers, & Trainers.** A two-day investigation into new approaches, issues and implications of current testing and assessment methods for learners, teachers, and trainers at Kyoto International Community House, *Saturday, June 19 and Sunday, June 20. Cosponsored by IATEFL,* Teacher *Trainers SIG, Teacher Education SIG, Testing SIG and Kyoto JALT.* For further information: Janina Tubby 078-845-5768 or <janina@gol.com>

Kansai Mini-Conference, Language Learning from the Cradle to College. See the regional notice above for further details.

***Matsuyama*—Brainstorming.** All are welcome to this brainstorming session. Participants with similar teaching/learning interests (college/university, JHS/HS, language school/children, other languages) will form groups and discuss problems, challenges and ideas. A moderator in each group will keep the discussion focused. *Sunday, June 20, 2:30-4:30; Shinonome High School Kinenkan, 4f; one-day members ¥1,000.*

***Miyazaki*—Speech and Debate: High Schools and Universities,** by Charles LeBeau, author and trainer. See the regional notice above for further details.

Nagasaki—Speech and Debate: High Schools and Universities, by Charles LeBeau, author and trainer. See the regional notice above for further details.

Nagoya—Student Videos & Perfect English Workshop, by Elin Melchior, Komaki English Teaching Centre. Why are student videos appropriate for all language classrooms? What makes a good video project? What are the benefits? Participants will produce their own video scripts at the workshop. Feel free to bring your video camera. *Sunday, June 13, 1:30-4:00; Nagoya International Centre, 3F, Rm 1.*

***Nara*—Bilingualism and International Families in Japan,** by Mary Goebel Noguchi, Ritsumeikan University. Through her research in the field of bilingualism, the presenter will try to give the audience a better understanding of what it means to grow up with two languages, and how parents and teachers can facilitate linguistic development and emotional security in children growing up bilingually. She will also discuss teaching bilingual children who attend Japanese schools to read English at home. *Saturday, June 12, 2:00-5:00; Tezukayama College (Gakuenmae Station); free to all.*

立命館大学の Mary Goebel Noguchi 氏が、自身の研究を通して二か国語を習得しながら育つ意味、そして、そのような子供の言語発達や情緒安定に対して両親や教師がいかに手助けできるかについて講演します。また、日本の学校に通う子供達への自宅での英語読書指導方法も論じます。

***Niigata* —A Hidden Agenda: Motivation, Fun, and Learning,** by Aleda Krause, Coordinator, JALT's Teaching Children SIG. Motivating children by doing the things they like to do in both their own and a foreign language is the point of this presentation. The presenter will demonstrate numerous games and activities that are fun and motivating, yet practice specific learning points. *Sunday, June 13, 1:00-3:30; Niigata International Friendship Center 2F; one-day members ¥1,000, students ¥500.*

***Omiya*—The Shortest Poem in the World Teaches Vocabulary, Pronunciation and Communication,** by David McMurray, Fukui Prefectural University. This workshop shows how to introduce haiku. Everyone—elementary school through adults—benefits from using haiku for pronunciation, communication, vocabulary, and composition. Students frustrated by grammar, but eager to share feelings, are motivated by how a few words can express so much. Be prepared to try writing original haiku. *Sunday, June 20, 2:00-5:00; Omiya Jack, 6F tatami room; one-day members ¥1,000.*

JALT元会長、福井大学のデビット・マクマレー氏をむかえ英語の俳句を使って会話・語彙・発音・作文に役立つ方法を教えていただきます。実際に俳句を作りながら生徒のモチベーションを高める授業を体験します。

***Osaka*—Pair Discussions: Contextualizing Communication,** by Barry Mateer, Nihon University's Buzan Junior/Senior High. This presentation will show how, with a few frame sentences, students can initiate and monitor pair discussion, constructing intended meaning from the language offered up by their partner, and focusing on form, meaning, and use, and thereby seek and provide the language they need to clarify and elaborate their ideas and negotiate the complexities of face-to-face interaction. *Sunday, June 13, 1:30-3:30; YMCA Wexle, ORC 200-bangai 8F, Benten-cho; one-day members ¥1,000. In addition, a 10:30-12:30 presentation on video is tentatively planned as part of the SIG mini-conference.*

Kansai Mini-Conference—Language Learning from the Cradle to College. See the regional notice for details.

***Sendai*—Teaching Pronunciation Communicatively,** by Russ McNally. This presentation will focus on how teachers can teach pronunciation effectively, based on a modern teaching approach which incorporates a variety of teaching techniques. The approach that will be explained was developed over a 3-year period, where a number of teaching techniques were used and evaluated. The teaching material used with this approach will also be discussed. *Sunday, June 13, 1:30-4:30; place to be announced; free to all.*

3年に渡る各種指導法の採用と評価を通じて編み出された、いくつかの教授法を組み合わせて効果的に発音を指導する方略を使用する教材とともに Russ McNally 氏が紹介します。

***Shizuoka*—Research Ideas,** All Chapter Members. The chapter will discuss possible future avenues of research that could profitably be explored by all members. Please come and join us! *Sunday, June 20, 1:30-4:30; Shizuoka Kyoikukaikan; free to all.*

***Tokyo*—Discover EFL Debate!,** by Charles LeBeau, David Harrington, Michael Lubetsky, & John McLaughlin. EFL debate still baffles the best of teachers, but it is here to stay. The presenters will demonstrate activities and debates from the new text *Discover Debate*. You will learn how to debate, how to teach debate, and how to judge debate. You will also discover how to make debate accessible to high school, university, and adult learners. *Sunday, June 20, 2:00-5:00; Sophia University, Yotsuya, Kioizaka Bldg, Rm 112; one-day members: ¥500.*

上記講演者各氏が、新テキスト「Discover Debate」からのアクティビティーやディベートを紹介します。ディベートの方法から指導法、そして判定方法まで紹介し、高校から大学、成人学習者までディベートの利用を講演します。

***West Tokyo*—Once Upon A Time,** by Bonnie Yoneda, Osaka Shoin Women's College. Yoneda will lead a presentation on exploring the culturally rich world of folk and fairy tales in the classroom for comparing value systems and identity, building vocabulary, and constructing and retelling stories. Sponsored jointly with Yokohama Chapter (see more details below). The English Resource will provide a display of ELT materials from various publishers. *Sunday, June 13, 1:30-4:00; LIOJ (Asia Center Odawara, 0465-22-6131), Odawara (JR Tokaido or Odakyu, 5-min. taxi ride from West Exit to "Ajia Senta"); one-day members ¥1,000.*

***Yokohama*—Once Upon A Time,** by Bonnie Yoneda, Osaka Shoin Women's College. See West Tokyo notice for more information. *Sunday, June 13, 1:30-4:00; Language Institute of Japan (in Odawara: Take JR Tokaido or Odakyu Line to Odawara Station; call Chapter Contacts for information on free minibus to beautiful LIOJ garden campus, meal); one-day members ¥1,000 (includes special refreshments.)*

Yamagata—**Authentic Balanced Materials for Low-Level Learners**, by Joyce Cunningham, Ibaraki University. This workshop will centre around the prize-winning children's author, Robert Munsch. Participants will first be familiarized with the authors delightful stories, then will read them in groups and brainstorm how they might be used in the classroom. *Sunday, June 27, 1:30-4:00; Yamagata Kajo-Kominkan (0236-43-2687); one-day members ¥700.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Tom Merner, t/f 045-822-6623 (w); <tmt@nn.iij4u.or.jp>.

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Yokohama: Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, June 15th is the deadline for a September conference in Japan or a October conference overseas, especially if the conference is early in the month.

Upcoming conferences

June 20, 1999—**First Gender in Education and Language Learning (GALE)/WELL Mini-Conference** from 1-6 p.m. at Daito Bunka U. Kaikan, Itabashi, Tokyo. With Women in Education and Language Learning (WELL), GALE, a forming SIG, presents discussion and workshops related to gender issues, including an assertiveness training workshop in Japanese especially for non-native Japanese speakers working in Japanese educational institutions and a panel discussion by authors of *Queer Japan*, a book on educating students about what it is like to be gay, lesbian or bisexual in today's Japan. Contact: Cheiron McMahill at <cheiron@gpwu. ac.jp> or t: 0274-82-2723.

June 20-24, 1999—**The New Educational Frontier: Teaching and Learning in a Networked World, the 19th ICDE (International Council for Open and Distance Education) World Conference on Open Learning and Dis-**

tance Education in Vienna, Austria. Plenary speakers, 45 parallel sessions, 30 poster sessions, workshops and special interest sub-meetings mark this year's exploration of these burgeoning modes of formal education. Information extensive via <http://www.icde.org>.

July 13-17, 1998—**WorldCALL: Call to Creativity** at The University of Melbourne, Australia, features keynote addresses, papers, symposia, workshops, demonstrations and commercial displays aimed at promoting national and international networks for CALL research and practice. Presentations are organized into seven topical streams. General information at <http://www.hlc.unimelb.edu.au/worldcall/welcome.html#TOC> and a detailed list by streams at <http://www.hlc.unimelb.edu.au/worldcall/abstracts.html>. Inquiries: The Conference Secretariat, Fauth Royale & Associates Pty Ltd; PO Box 895, North Sydney, NSW 2060, Australia; t: 612-9954-4544; f: 612-9954-4964 or <fauroy@ozemail.com.au>.

July 27-30, 1999—**The Second International Conference on Cognitive Science and 16th Annual Meeting of the Japanese Cognitive Science Society (ICCS/JCSS99),** held at the International Conference Center, Waseda University, Tokyo, Japan. Keynote speakers, three major symposia, and several hundred papers and poster sessions from a wide spectrum of areas, among them cognitive psychology and anthropology, linguistics, neuroscience, and philosophy, promise productive interdisciplinary challenges to cognitive science research. See <http://www.sccs.chukyo-u.ac.jp/ICCS99/cfpart.html> for program. Inquiries: Hasida Koiti at <iccs99org@etl.go.jp> or f: 81-(0)298-54-5930.

July 28-30, 1999—**World Englishes and Asian Identities: The 6th International Conference on World Englishes,** sponsored by the International Association of World Englishes in Tsukuba, Japan. Half-day colloquia and short papers will be given on many themes, among them discourse strategies, collaborative research across the Circles of English, pedagogy for English as an International Language (EIL), and power and identity issues. For information, try <http://we.pdx.edu/conf.html#anchor 451323>, or contact Kimberley Brown, Associate Vice-Provost for International Affairs, at <(kim@nh1.nh.pdx.edu> or Department of Applied Linguistics, Portland State University, PO Box 751, Portland, OR 97207-0751, USA; t: 1-503-725-3566, f: 1-503-725-4139.

June 29-July 3, 1999—**The Eighteenth International Humor Conference** at Holy Names College in Oakland, California, USA. Plenaries, papers, posters, and symposia with psychologists, anthropologists, playwrights, English educators, etc., will look at humor in relation to five topics, among them cognition, creativity, and public and private discourse. For information, e-mail <humor99@academ.hnc.edu>, see <http://dimond.hnc. edu/events/humor99/> or contact Martin D. Lampert, Conference Chair; Holy Names College, 3500 Mountain Blvd., Oakland, CA 94619-1699, USA; t: 1-510-436-1699; f: 1-510-436-1199.

Calls For Papers or Posters (In order of deadlines)

June 30, 1999 (for December 7-9, 1999)—**International Symposium on Linguistic Politeness: Theoretical Approaches and Intercultural Perspectives** at Chulalongkorn University, Bangkok, Thailand. About fifty researchers will share research results from both western and non-western languages and cultures concerning the relationship between politeness and such issues as gender, genre, and indirectness. Extremely detailed information as well as proposal and registration forms at <http://pioneer.chula.ac.th/~hkrisada/Politeness/index.html>. Otherwise, contact Krisadawan Hongladarom; Department of Linguistics, Faculty of Arts, Chulalongkorn University, Bangkok 10330, Thailand; t: 66-2-218-4690; f: 66-2-218-4697; <hkrisada@chula.ac.th>.

Reminders

June 9-13, 1999—**Digital Libraries for Humanities Scholarship and Teaching,** sponsored by the Association for Computers and the Humanities and the Association for Literary and Linguistic Computing, at the University of Virginia, Charlottesville, Virginia, USA. (full entry 11/98 *TLT*)

June 13-16, 1999—**Pragmatics and Negotiation (PRAGMA99), an International Pragmatics Conference** at Tel Aviv University and Hebrew University of Jerusalem. Contacts: Pragma99, Faculty of Humanities, Tel Aviv University, Tel Aviv 69978, Israel; f: 972-3-6407839; <pragma99@post.tau.ac.il>, or Nomi Shir at <shir@bgumail.bgu.ac.il.> (full entry 5/99 *TLT*)

June 19-20, 1999—**Communication Theory Research and Applications to Education** at Hamamatsu University School of Medicine. Contact: Eloise Hamatani; t: 0426-77-1111; f: 0427-84-9415; <eloise@gol.com>. (full entry 5/99 *TLT*)

June 19-20, 1999—**Testing and Assessment for Learners, Teachers and Trainers** at Kyoto International Community House, Kyoto, Japan. For details, contact Janina Tubby at (t) 078-845-5768 or <janina@gol.com>. (full entry 5/99 *TLT*)

June 21-July 30, 1999—**The Linguistic Society of America's 1999 Linguistic Institute,** this year at the University of Illinois at Urbana-Champaign, Illinois, USA. For flavor and details, go to <http://www.beckman.uiuc.edu/groups/cs/linginst/general.html>. Direct contacts: <linginst@uiuc.edu>; 1999 Linguistic Institute, Linguistics Department, UIUC, 4088 FLB, 707 S. Mathews, Urbana, IL 61801, USA. (full entry 5/99 *TLT*)

June 22-25, 1999—**Second Language Teaching: Reading, Writing and Discourse,** at Hong Kong University of Science and Technology (6/22-23) and Guangdong University of Foreign Studies (6/24-25). More information at <http://lc.ust.hk/~centre/conf99.html> or from Nick Noakes at <lcnoakes@usthk.ust.hk>. (full entry 5/99 *TLT*)

Job Information Center/ Positions

edited by bettina begole & natsue duggan

Welcome again to the Job Information Center. All of us have received our April supplements by now. Please note that the contact information for both Bettina Begole and Peter Balderston is incorrect in the supplement. The information as it appears in *The Language Teacher* is the correct information for Bettina. Peter Balderston is the contact person for JIC at the conference. His correct address is: 203 Akuhaitsu, 105-1 Iwanami, Susono-shi 410-1101.

There is a new website listed this month. It is designed specifically for those looking for university work, or changing positions within the university system. It is not a list of jobs, but contains a lot of useful information for applicants to universities.

Hyogo-ken—Kwansei Gakuin University's Language Center in Nishinomiya is seeking a full-time contract assistant professor of English. **Qualifications:** PhD in TESOL or applied linguistics; knowledge of Japanese culture and language preferred. **Duties:** Teach eight classes of 90 minutes per week in an intensive English program to selected university students and graduate students. **Salary & Benefits:** 5,970,000 yen per year; research allowance; subsidized furnished housing; two-year contract renewable for an additional two years. **Application Materials:** Resume, two letters of recommendation, maximum of three samples of publications, copy of diploma, five to ten minute videotaped segment of actual teaching; interview to be arranged. **Deadline:** June 30, 1999. **Contact:** Acting Director; Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya, 663-8501; t: 0798-54-6131; f: 0798-51-0907; <tkanzaki@kwansei.ac.jp>.

Tokyo-to—Two profitable, long-established language schools in Tokyo are available separately or as a package. **Additional Information:** t/f: 03-3770-6249 during business hours;<shibuya@crisscross.com>.

Tokyo-to—Robin English School in Yokohama is looking for a part-time English teacher. **Qualifications:** A sincere, pleasant, helpful, friendly, and responsible teacher. Preference will be given to applicants living close to relevant branch schools. **Duties:** Teach English conversation. **Salary & Benefits:** 3,000 yen for a one-hour class plus transportation. **Application Materials:** Resume. **Deadline:** As soon as possible. **Contact:** Mr. K. Hamazaki; Robin English School, 2-4-1 Nagatsuda, Midori-ku, Yokohama 226-0027; t/f: 045-985-4909.

Tokyo-to—The Department of Japanese at Daito Bunka University in Tokyo is seeking a part-time English teacher to begin in April, 1999. **Qualifications:** MA or PhD in TEFL/TESL is required, as well as native-speaker competency in English, and university-level teaching experience. **Duties:** Teach three courses on any one day from Monday through Wednesday. The courses are an introductory course in second language acquisition, a course in presentation skills, discussion and/or debate, and a course in intermediate-level writing which includes some basics in business writing. The first class begins at 9:00 and all classes are 90 minutes. **Salary & Benefits:** 26,000 to 30,000 yen per course depending on teaching experience and education, and transportation fee (maximum 4,000 yen per trip to school). **Application Materials:** Resume, reference, one passport-size photograph, photocopies of diploma, and a cover letter including a short description of courses taught and how they were taught. **Deadline:** Ongoing. **Contact:** Mr. Etsuo Taguchi, 20-8 Mizohata-cho, Sakado-shi, Saitama-ken 350-0274; t/f: 0492-81-8272; <etaguchi@sa2.so-net.or.jp>.

Tokyo-to—The English and business departments at Aoyama Gakuin University are seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident of Japan with an MA in TEFL/TESL, English literature, applied linguistics, or communications; minimum three years experience teaching English at a university; alternately, a PhD and one year university experience. Publications, experience in presentations, and familiarity with e-mail are assets. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports. Seeking teachers who can collaborate with others on curriculum revision project entailing several lunchtime meetings, and an orientation in April. **Salary & Benefits:** Based on qualifications and experience. **Application Materials:** Apply in writing, with a self-addressed envelope, for an application form. **Deadline:** Ongoing. **Contact:** "Part-timers," English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Web Corner

Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>.

You can receive the most recent JIC job listings by e-mail at <begole@po.harenet.ne.jp>.

"ELT News" at <http://www.eltnews.com>.

"JALT Online" homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>. "Jobs" section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>.

"Sophia Applied Linguistics Circle" (Japanese site) at <http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>.

"Teaching English in Japan: A Guide to Getting a Job" at <http://www.wizweb.com/~susan/mainpage.html>.

"ESL Job Center on the Web" at <http://www.pacificnet.net/~sperling/jobcenter.html>.

"Ohayo Sensei" at <http://www.wco.com/~ohayo/>.

NACSIS (National Center for Science Information Systems) career information at <http://nacwww.nacsis. ac.jp>.

"The Digital Education Information Network Job Centre" at <http://www.go-ed.com/jobs/iatefl>.

"EFL in Asia" at <http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>.

To list a position in The Language Teacher, *please send the following information by fax or e-mail: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Faxes should be sent to Bettina Begole at 0857-87-0858; e-mail <begole@po.harenet.ne. jp> so that it they are received before the 15th of the month, two months before publication.*

差別に関する
The Language Teacher Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。) これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT Journal*; *JALT Conference Proceedings* (annual); and *JALT Applied Materials* (a monograph series).

Meetings and Conferences — **The JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some $1,000m^2$, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups, N-SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (forming); Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、香川、鹿児島、金沢、神戸、京都、松山、盛岡、長野、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、静岡、諏訪、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、北九州、高知［準支部］、宮崎［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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The Language Teacher

readers' views

3 Action Logs and *Seikatsu Dayori*
Warren B. Roby

features

4 Extensive Reading Revisited: An interview
Tony Donnes
8 What to do with Non-Performing Students
Vicky Starfire
11 Empathy and English Teaching
Mariko Okuzaki
14 10+ Questions for Your Next University Employer
David C. Aldwinckle
17 授業研究と「科学」
木塚雅貴 (Classroom Research and "Science")

a chapter in your life

20 Offbeat Matsuyama – *Robert Oettel*

my share

21 Please Speak at the Beep – *Annette Kaye*
22 Freewriting for Fun and Fluency – *Gretchen Jude*
24 A Roll of the Dice – *Derek English & Steven Donald*
25 Interactive Student-generated Vocabulary Quiz
Alan Mackenzie

departments

27 Book Reviews
29 JALT News
31 Bulletin Board
32 JALT History
33 Special Interest Group News
35 Chapter Reports
39 Chapter Meetings
41 Conference Calendar
43 Job Information Center/Positions
16 Advertiser Index

Volume 23, Number 7
July, 1999

7

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日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・　真は、本文の中には入れず、　紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、　文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を　紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

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原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。

紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

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The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。　紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

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JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

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地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

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Action Logs and Seikatsu Dayori

Warren B. Roby, *Dokkyo University*

In "Activating metacognition with action logs," Linda Woo and Tim Murphey (1999) make an excellent case for encouraging learners to think critically about their language study. They argue convincingly that the regular practice of reflection can ultimately lead to learner autonomy, and they show the connection between such metacognition and affect. This rationale is then coupled with a detailed description of how the authors use action logs to structure self-monitoring. They conclude that by reading the logs teachers can gain insights concerning what is going on in their classes.

In this friendly response I will propose that teachers who wish to activate learner metacognition should be aware of two indigenous pedagogical practices which are relevant and widespread: the *seikatsu dayori* or *noto* and the *hansei bun.*

In his chapter on guidance, *shidoo,* in Japanese schools, LeTendre (1996) translates *seikatsu dayori* or *noto* as "daily diaries." He states that they are in use in most middle schools. Each day students write down the amount of time they studied, special activities they undertook, and any problems they are having. The diaries are turned into their homeroom teacher who makes comments which "encourage or discourage certain behaviors" (p. 277). Fukuzawa (1996) claims that teachers check the diaries to "gain at a glance" (p. 305) information they can use to make study suggestions and to anticipate discipline problems.

My second son is enrolled in the largest junior high school in Tokyo To. The daily diary in use there has the English title of *School Life NOTEBOOK.* In Japanese it is *mainichi no seikatsu jiroku* 365. A full description of its structure is beyond the scope of this piece. Interested readers can leaf through such notebooks in their local stationer's. In my son's book a week covers two pages. At the top of the left page is a space for the week's goals. To the right of this are columns for each day where students can write in reminders of doctor's appointments, club meetings, and holidays, etc. The students write in the day's date and note the weather above a box measuring 26 by 66 mm which is for the diary entry proper. To the right of this box is a table which has a row for each of the six class periods. The teacher is allotted a 9 by 66 mm space for his or her comments. Directly below this are two sets of smiling, neutral, and frowning faces. One set is for *karada,* body, and the other for *kokoro,* heart or mind. Students fill in the faces which describe their physical and mental states for the day.

What can high school and post-secondary EFL instructors learn from this brief introduction to the use of daily diaries and reflection papers in Japanese middle schools? First of all, self-monitoring and reflection are established, codified practices for Japanese learners. The links between academic activity, personal lifestyle, and emotional state are established. When asked to fill out an action log or similar forms, students will not be doing something that is totally new to them. Thus, it is probably not necessary to do an elaborate sales pitch for the benefit of the activity.

Given the backdrop of these native techniques, how can one structure metacognition in language learners? Teachers who use open-ended formats for reflection may find that they are getting much personal information. LeTendre reports that female students make mention of menstruation and ask female homeroom teachers questions about breast development. It is plausible that older students may describe their boy friend or girl friend relationships. Non-Japanese instructors may not be accustomed to such intimate self-disclosure, but they should not be surprised if it crops up. They may want to use formats such as action logs which are focused only on learning tasks and class sessions. Each teacher must decide what information they will solicit and allow from their students.

It is hoped that this brief piece will help promote learner reflection in Japan by giving it an endemic rationale.

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「読者の声」お便り募集

「The Language Teacher」では「読者の声」のコラムを新設しました。誰もが参加できるフォーラムで、とりわけ、普段発言の機会のない皆様からのお便りは大歓迎です。「The Language Teacher」の内容からJALT全般にわたる問題について、読者からの観点で時宜を得た（あるいは普遍性のある）お便りをお寄せください。記事に対するご意見のほか、編集者および特定の著者に対するお手紙でも構いません。（記事に対するご意見は、必ず元の記事の問題を明記してください。長めのご意見は従来どおりReaders' ViewsまたはOpinions & Perspectivesのコラム宛お送りください。）

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Extensive Reading Revisited

An interview with Richard Day and Julian Bamford

by Tony Donnes
University of Hawaii at Manoa

Richard R. Day, who teaches ESL and SLA at the University of Hawaii, began teaching English with the U.S. Peace Corps in Ethiopia. He has taught English and English Education at Ashiya University, Kobe and co-authored Impact Issues and Impact Topics *(Longman). Julian Bamford teaches English at Bunkyo University Shonan Campus. They recently co-authored* Extensive Reading in the Second Language Classroom *(Cambridge), a teacher's resource book based in part on their experiences of teaching in Japan.*[1] *This interview was conducted via email in February and March 1999.*

Tony Donnes: To start with a bit of background, how did you become interested in reading in general, and extensive reading specifically?

Julian Bamford: For me, extensive reading came first. In the early 80s I was teaching beginning and intermediate students in an intensive EFL program in Tokyo. Most of the British publishers had graded readers in their catalogs and, ever on the lookout for something useful, we ordered some. Our students read them for homework and we began to realize we were on to something. Students were excited because they could read in English and succeed at it. And they were excited at finding words that they'd learned in class. We saw that it was a way for the students to increase their contact with English and to practice skills they'd learned in their intensive reading classes. Deciding to write up what we were doing for *The Language Teacher* was probably the turning point for me, however. While researching that article, I found that the more I read about and considered extensive reading, the more interested I got.

Richard Day: My interest in L2 reading actually stems from a couple of experiences I had when learning French in high school. By and large, the three years of high school French I had were terrible. French was my worst subject. But I really enjoyed reading, and I still recall reading *The Little Prince* and *Around the World in Eighty Days*. It is sad to think of only two highlights in a three-year journey.

When I began teaching at the University of Hawaii's English Language Institute, I wanted to teach reading courses for two reasons. First, I was studying for my doctorate and didn't want to spend hours correcting students' compositions. Second, I thought that students really needed to read well to succeed in their university courses, so they would be motivated. Later, I taught the course on teaching ESL reading in Hawaii's MA program.

In 1989, while on sabbatical, I taught English at an all-girl private Japanese high school. One of my courses was an elective reading course for seniors. Previously, its focus had been skills and strategies, fine for international students at UH, who could already read, but not for beginning and intermediate L2 readers. From my experiences in teaching the ESL reading course, I concluded that the best way for the high school girls to learn to read was by reading. With the approval of the administration, I ordered a lot of graded readers and young adult fiction and put an extensive reading course into action.

TD: How can teachers grade students who are reading extensively, and how can they ensure their students are learning?

RD: I have found that reading targets work well. They can be expressed in minutes or hours per day or week, pages per day or week or books per week or semimonthly. With lower level students, I like to use a measurement of time, such as 20 minutes a day, five days a week, for a total of 100 minutes a week. Beginners tire more easily reading in the L2 than do students with greater proficiency.

The teacher can even take a learner-focused approach, adjusting targets for individuals in a given class. In a class of 40, some students could have a reading target of 100 minutes a week, while others could be aiming at 150 or 200.

Or the teacher can involve the students in determining their grades by setting a range of targets: for example, an average of 150 minutes per week over the semester is an A; 125 minutes is a B; and so on, for an entire class or individually.

Finally, Beatrice Dupuy, Lucy Tse, and Tom Cook (1996), suggest "negotiated evaluation," in which students determine how they want to be evaluated. I highly recommend their article.

You ask how teachers can ensure that their students are learning. Well, that is a concern, regardless of the subject or the approach. In my work with teachers, I often remind them, "You can lead a horse to water, and watch it drown." We can never be certain what our students are learning, if anything. But the beauty of an extensive reading approach is that we know that students who read large quantities of easy, interesting material will become better readers and will enjoy the experience. There is a robust body of research demonstrating this.

JB: Your method of grading depends on your teaching purposes, so first, why do you want your students to read extensively? It's probably partly for the massive practice they need to develop their sight vocabulary, the ability to recognize words and phrases automatically, the basis of fluent reading. Building this sight vocabulary is part of what Richard meant by "students learn to read by reading," because reading a lot is the only way to develop it. Another purpose may be to increase their L2 contact time. For both these purposes, the amount of reading is what counts, so a grade can be based on the number of pages or books, or the length of time that a student reads, as Richard described.

But quantity means little without quality of reading. You want students to be reading for a real purpose, like entertaining themselves or getting information, so that they apply not only their skills, but who they are and what they know, rather than just going through the motions. You can monitor quality of reading by having students write reaction reports. These reports can give the teacher a very good idea of how students are engaging with their reading and if they are developing confidence. You can also interview students about their reading. That's usually enough, but if you want students' grades to reflect actual proficiency, you can complement the quantity measure and the reports with a test in which students read a lengthy text and answer comprehension questions afterwards.

TD: Can you elaborate on the graded readers you both mentioned earlier?

JB: These are fiction and non-fiction books written or adapted for language learners of various ability levels, from beginning to high-intermediate. Careful linguistic grading means that learners can find books appropriate to their particular level, books they can easily understand. As their foreign language and reading abilities improve, they progress up the seven or so grades to the highest level, at which point they'll find enough understandable reading material written for native speakers.

Writing for language learners is like any other kind of writing in that the writer tries to communicate in a way the intended audience will understand. The defining characteristic of an audience of language learners is its limited linguistic ability. Writers and editors therefore have lists of words and grammar patterns to guide them in appropriately "languaging" their meaning. But when writers have communication as the goal, they don't treat this listed language as separate from meaning. And, as a result of their communicative intent, they write authentic, natural, fully-formed discourse.

Richard and I think that books for L2 learners deserve the name "language learner literature," analogous to children's literature and teenage literature. Increasingly skillful writing and enlightened editing have given language learner literature the two characteristics teachers want: appropriateness and authenticity. Which is a good thing really, because language learner literature is what makes extensive reading possible for all except more advanced learners.

RD: I agree completely with Julian. Historically, a lot of graded readers were poorly written, with attention to making the language simple, rather than communicating with the audience. The situation has improved greatly, and now there are a lot of excellent series by most of the major ELT publishers.

At the beginning and intermediate levels, we have to use material that is specially written for students at those levels, that is, "language learner literature." Material for fluent native readers is just too difficult. It's like learning to play the piano: Students don't start off playing Beethoven or Mozart or Bach. They first learn to play music specially written for beginners, and move gradually to more difficult pieces. The end product is Beethoven, not the beginning.

TD: Extensive reading gives the student a great amount of freedom and authority: repeatedly choosing what to read, determining whether the level is appropriate, or changing the reading selection at any time. When students are used to the teacher's making these decisions, how can we help them feel comfortable with such learner autonomy?

RD: Orientation and systematic, periodic guidance are essential. Students have to be introduced to the procedures you mention: Self-selection or not finishing a book can be new and radical. Students need to be told why they are asked to do these things and told about the outcomes, the results of such new and unusual practices. During the semester or academic year, teachers should follow up with reminders about the practices and goals of the extensive reading program. We all know that students do not necessarily absorb what we tell them immediately. And guidance in extensive reading procedures might be more meaningful when students are in the midst of doing them.

JB: Richard, recently you passed on something that Alan Maley wrote: "We need to realize how much influence we have with our students. Students do not just (or even) learn the subject matter we teach them; they learn their teachers. Teacher attitude, more than mere technical expertise, is what they will recall when they leave us." It's like your favorite aphorism, from Christine Nuttall: "Reading is caught, not taught." (p. 219)

If the teachers themselves read, and if they know their students individually, it's a beginning. Teachers can read the books their students are reading and can suggest appropriate reading material to fill the desires and needs of particular students. In turn, teachers can read and discuss books that students recommend to them. When teachers make the classroom a reading community, of which the teacher is a part as much as the students, ongoing guidance is a natural element, and foreign language reading may become a real part of students' lives.

TD: Where do you feel the research literature is lacking? At present what kind of questions need answering? And how can teachers contribute to research?

RD: Let me address the last question first. One of the best ways is for teachers to ask questions about what they do. Then they might figure out how to find answers. For example, a teacher might be interested in learning if students in her extensive reading classroom come to enjoy reading over the school year. She could design a questionnaire and ask them about their attitude and motivation at the beginning of the year and at the end. This October, Beniko Mason and I plan to talk about how teachers can research their own teaching in a presentation at JALT in Maebashi.

We need longitudinal investigations of the impact of extensive reading. Many studies demonstrate that students improve their general language ability, reading ability, and vocabulary, and that they come to enjoy reading in the target language. But what we don't know is the extent to which students continue to read in the target language once the extensive reading class is over.

JB: I'd like to read studies that ask if extensive reading leads to continued L2 reading. Positive results in academic studies like these encourage teachers to try extensive reading in their own classrooms. That's because the key question for teachers is always, "How can I help my students achieve their goals?" and in this case, "Can extensive reading help my students reach their foreign language and foreign-language reading goals?"

Teachers design an extensive reading program or follow one already existing at their school, and they can ask questions in the way Richard described. If they make public what they did and what they found, it can be of great value to other teachers. For example, I learned a lot from the article that Tom Robb has posted on the Internet, describing his extensive reading program at Kyoto Sangyo University (1996b). As a teacher, I also want the best possible material for my students to read. Again, Tom Robb is an exemplary model with his Internet-posted popularity lists of the young adult literature read by his students (1996a). If more teachers compile and share this kind of information, it'll take the guesswork out of building a library. Our journals and newsletters should also be reviewing new language learner literature titles when they're published, with teachers and students as the reviewers. There should also be awards for the best new books every year. All this would raise standards in publishing, and would help me match my students with the best possible books.

TD: In an extensive reading curriculum, when students are working individually, when and how can we teach vocabulary?

RD: Studies clearly show that students learn vocabulary. Indeed, that is one of the strengths of an extensive reading approach. Teachers can supplement this learning in many ways. Have students keep a vocabulary journal, for example. When they come across words that they want to remember, for whatever reason, they could list them in their journals, with date, source, example sentence, and meaning—translation or definition or paraphrase. Or teach students how to find the meaning of words in context. This is not easy, and I would recommend it only for intermediate or higher students. Teachers might also consider teaching how to use dictionaries. However, teachers need to bear in mind that the goal of an extensive reading program is to help the students become readers, not vocabulary learning or grammar learning. And class time taken to study vocabulary is time not spent on reading.

JB: Richard, I think we differ here, in that you see the cup as half full and I see it as half empty. Yes, students at advanced levels know enough of the L2 to learn words incidentally while reading. But for beginning and intermediate students, extensive reading is at best a minor source of new vocabulary. I don't mean they don't learn new vocabulary incidentally while reading. Research clearly shows that they do. But the best research-based estimate so far (Horst, Cobb, and Meara, 1998) is that even the most avid low-intermediate readers of language learner literature pick up just two or three hundred words a year. That said, extensive reading plays a crucial role in vocabulary development at all levels because it reinforces and consolidates prior learning and stops any prior trace from fading away.

Equally important, when students are engaged in reading interesting, easy material, they are developing an implicit sense of when and how words are used. There's a paradox though. We don't want students to be hung up on vocabulary while they're reading. Quite the opposite: we want them to get used to ignoring or guessing at unknown words, and to go for the general meaning of a text. This equally crucial "anti-vocabulary instruction," in which they learn to make do with what they have, is one more reason for students to read extensively.

406

TD: Thank you both for your time. Are there any final thoughts you'd like to add?

RD: Teaching extensive reading, like all teaching, requires hard work and involvement. It just doesn't happen. Teachers who incorporate extensive reading into their classrooms need to offer guidance and support continually. They need to be role models themselves. And the process takes time. Our students will not become L2 readers overnight. But the rewards are definitely worth the time and energy.

JB: Twenty years ago in 37 words, Christopher Brumfit (1979) said it all: "Any efficient English language school or department should have available to students a library of extensive readers so that those who wish to can read at least one book, however short, of an appropriate level, per week" (p. 6).

For further information, see The Language Teacher *May 1997 special issue on extensive reading.*

Note

1. See this month's Recently Received column for an opportunityh to review this work. – ed.

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What to do with Non-Performing Students:

The Remedial Make-up Class

by Vicky Starfire
Ritsumeikan University

A handful of students shuffle into my classroom just as the bell rings, some with eyes downcast, others glaring at me. Soon more will trickle in late. Another make-up class has begun. It doesn't bother me, because I know that within the hour most of them will be smiling and thanking me.

Current Remedial Classes for Failing Students

The subject of what to do about non-performing students is a controversial issue that lacks official clarity in most schools. In addition, the policies, written and implicit, are changing. However, this informal survey, conducted in December of 1998, will briefly sketch how some Kansai schools handle this problem.

Students take special make-up classes. Called *sairishu,* these are classes set up for failing students only, sometimes separating slow learners from non-attenders. At my school, Ritsumeikan, they are geared to independent study, meeting every other week for one semester, with a midterm and final test. They may be unrelated to the failed classes, however, and typically teachers receive little guidance concerning content.

Students repeat the same course the following year or semester. This popular solution is the choice of Saga University, Kyoto University, Kansai College for Foreign Language Studies (Kansai Gai Dai), Hanazono University, Kyoto Gai Dai, Kyoto Sangyo University and Nara University. Otani University and others give grades of Incomplete for non-attendance, to be made up the next year.

At Doshisha University, the Institute of Language and Culture administers all required English courses. From the inauguration of a semester system in April 1998, failing students have had to repeat regular courses rather than take *sairishu* courses. What happens to students who fail only the first semester of a year-long course, however, is unclear.

Students pass despite infrequent attendance or poor grades. Whatever the official policies, this option is most common in actuality, particularly at schools with falling registration levels. Sometimes students will be given a make-up test or a report to write, but eventually they are always passed. There have been cases of teachers having failed students only to face repeated pressure in the form of phone calls, letters, and fax messages from school personnel—who often face pressure from parents in turn.

Students take intensive courses. During the summer or winter vacations, students may take short courses, *tokubetsu hoshu,* which may involve many hours of class work. For instance, failing seniors at Kansai Gai Dai must take a ten-day intensive course, six hours a day, 60 hours total.

At Ritsumeikan, several departments offer varied intensive courses of their own. Some have native speakers and Japanese teachers, some last three days, others are four or five. While the intensive courses have worked moderately well with other languages (e.g., French, Spanish) as well as other disciplines (math and biology), the intensive English courses may be discontinued: Intended for slow learners, not absentees, they are closed to students who have missed more than a third of their classes—a majority of the failing students. In addition, the courses are costly, and test results indicate little improvement.

Student will not fail provided they complete assignments and pass the final test. This option is the official policy at Kyoto University and the practice at many others: Students do not have to attend classes. The teachers are free, however, to change the policy and

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require attendance.

Students who fail get no credits but do not need to repeat the class. Many schools have this policy for free elective courses. In the International Relations departments at Doshisha and Ritsumeikan, many of the English courses are optional and thus do not have to be repeated. However, the students have already passed special English entrance tests, perhaps the equivalent of the two-year required English courses.

Remedial Term-End Classes

For a number of years, I found the slower students in my ESL classes unreachable. While I could challenge the top students as I taught for the middle students, I never seemed to have the time to help those students who require more teacher time than any others. How could I help them enjoy English and find learning easier? In a way, I was reinforcing their past experiences of failure.

Then I hit on the idea of giving extra classes just for them. Most schools have a period for make-up classes at the end of each semester. Since most poor students are also absent a lot, it's reasonable to require them to attend an extra class. It motivates these students if the class is held before a final test or final assignment is due. By creating an encouraging, judgment-free atmosphere, I let the students know that I am on their side and working to help them. Remedial students feel more relaxed in a make-up class, since most other students are at the same level. Perhaps the best measure of success is that over half of these failing students have raised their grades enough to pass.

I announce that the make-up class is open to all students who wish to improve their grades. Consequently, attendance is mandatory only for those non-performing students who want to pass. The others who choose to come are often the best students, who are excellent helpers for their remedial classmates struggling to understand. Students are apt to listen more carefully to their peers' advice than to the teacher's, and partners who are better students can provide each non-performing student even more of the individual guidance they need.

I start the class by asking, "Do you want to pass this course?" They all agree they do. "Good. I want all of you to pass too, so let's work together!" I then review the material we have covered in past classes—at a slower pace. I praise any right answers, pointing out how much they already know. Many of them have lost the handouts I gave them; I'm prepared with extra ones. Some of them have forgotten or lost their textbooks; I have a few extra they can borrow. Most of them have not turned in all of their assignments; at the end of the class we go over what they still must do to pass.

After we have reviewed the material they must know, and they have practiced with me and with each other, I usually give them a review game to play. I want them to see that learning can be fun too. Here are some of the games that I use:

Snakes and Ladders: Draw and number a grid of squares on A4 paper from 1 (start) to 45 (finish) and draw in some ladders and snakes between rows. Students go up the ladders and down the snakes. Next, label some of the squares "chance." Make a set of cards with "chance" on one side and review questions on the other. Five students can easily play at each board, tossing a die or coin to move a marker such as a paper clip or pen cap. Students can move ahead 2 spaces by answering the review questions, using their textbooks if necessary.

Concentration: To review vocabulary, make 2 distinct sets of cards (e.g., of different colors, or marked and plain) On one set of cards write the words; on the other write the matching definitions. Turn the cards over and mix them up. The first player turns over one of each kind. If they match, the player picks them up and takes another turn. If not, the player turns them over again and the next one takes a turn. Some students need to match all the words and definitions before playing. More advanced groups can be encouraged to make their own cards.

Criticisms

This approach might encourage lazy students to do even less in class. Why coddle students who need to repeat classes they haven't attended?

There is a difference between laziness and slow learning. Most lazy students don't show up for the makeup classes. It's important for all students to feel successful, whether they are seen as lazy or just can't learn quickly. As Pope (1975) commented about motivation and self-esteem, "Each learner must feel respected, dignified and successful as he attempts to learn the English language" (p. 140). Smith (1985) wrote that learning is "a process the child himself can manage—providing the situation he tries to make sense of is potentially meaningful to him and he has access to the right kind of information at the right time" (p. 225).

Slow learning students would be better off repeating a course rather than being pushed through at the last minute.

How often do Japanese students really improve their English by repeating? Each student enters school as a member of a single group, moves through the curriculum together with that group, and from admission is guaranteed graduation with that group. In these circumstances, students repeating classes are friendless and isolated. Many repeaters are again frequently absent and sit alone in class when they do attend. They are reminiscent of John Holt's (1990) student, Nell. When he asked her to redo her paper, which had too many errors, she returned with another paper, this time with twice as many errors and nearly illegible handwriting (p. 229). Seligman (1975) called this style "learned helplessness": The student cannot distinguish between appropriate and inappropriate responses to failure, consequently perceives it as something beyond control, and finally gives up trying altogether.

Students who do poorly in school should either get private counseling or drop out and try something else.

This solution works in Western university systems, but it is not feasible in Japan or in most countries where entrance examinations are the determining event in the students' careers. Students have traditionally worked hard to pass entrance tests, showing their willingness to sacrifice their youth and freedom for the social good. Success on the examination is expected to come with a payoff for this sacrifice. However, with the number of students decreasing, schools now are accepting students at a lower academic achievement level. This means a larger percentage of each class is in danger of failing. But schools which failed large numbers of entering students would be admitting their own failure to keep their part of the bargain: It's up to the teachers to deal with the problem, within the university.

I already have a lot of work to do. Why should I give myself more work and for just a few students?

Make-up classes actually involve less work in the long run. When the slowest students understand, the whole class can move along faster. More importantly, the slower students often disrupt classes by coming in late or unprepared or talking in class. To have these students happy and on the teacher's side makes a difference to the atmosphere of the classroom and the mood of the teacher. Make-up classes can improve the learning situation for all and reduce teacher fatigue.

I return to my home country during the holiday periods. I don't want to stay in Japan during the make-up week. Also I don't give final tests.

This method works just as well if the last class period serves as the optional make-up class. As long as the class is open for all class members to attend, administrators should not be upset. The teacher simply has a review class and takes the attendance only of the failing students. The validity of tests as measures of improvement or achievement is also debatable and beyond the scope of this paper. Moreover, most teachers know several ways to measure achievement in order to assign grades.

My school administration pressures me to pass everyone, so students would have no incentive to attend extra classes.

The Monbusho policy (1998) has been changed within the last year. Previously, all schools were allowed to accept new students based on reported total enrollment. Therefore, repeating students cut down the number of new students that could be accepted. The new policy does not include repeating students in the base figure. Thus the more repeaters, the more paying students for the school. In addition, the Monbusho ruling has urged each school to become stricter with all students, and to gradually increase the amount of work required of them.

How to motivate failing students

As Williams and Burden (1997) pointed out, " No one approach to motivating learners is necessarily correct" (p. 130). There are various reasons why students fail courses. They may dislike English, having done poorly in the past. They may not like their teachers or first period classes. They may have become what Johnson (1992) calls the "fluent-but-fossilized intermediate" students (p. 180).

However, the general trend towards involving students more in their own education shows some signs of hope. The teacher and learner can negotiate goals and evaluation. Johnson (1992) describes a "tennis clinic strategy" which means "requiring the students to determine their own language needs" (p. 187) in a negotiation with the teacher. Williams and Burden (1997) describe "the mediating role of the teacher" (p.133).

Some research from the Netherlands (van Werkhoven 1990) and England (Hastings 1992) suggest significant gains in student time on task from an *attunement strategy* in which underachievers and teachers set goals and work together. A Ritsumeikan teacher related the story of a sucessful make-up class in which the students wrote out on the first day why they failed and a schedule of when they planned to study English each week. During the course, the students wrote letters to the editor of their textbook and received gifts and a letter in return—another example of teacher-student negotiation and a realistic project with positive results.

A well-known motivational technique is to make the content realistic or immediately useful. Make-up remedial classes involve a negotiation in which teacher and students work together to achieve the the concrete and immediate goal of passing the course. The teacher can take the role of helper or advisor to the students rather than judge or executioner. Moreover, students can achieve this short-term goal more easily than they can complete an entire make-up course.

In summary, the remedial make-up classes should encourage and motivate students. These classes should contain no new information; they are for clear and simple review material only. To afford each student enough personal attention, limit class size to 15. Bring an ample supply of spare handouts, textbooks, or other resources. Class should consist of a variety of activities, conducted at a slower pace, for at most one hour. Since these students find English difficult, it demands their intense concentration; therefore their attention spans tend to be short.

In conclusion, some current solutions to the prob-

STARFIRE, cont'd on p. 26

Empathy and English Teaching

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Communicative competence involves knowing not only the language code, but also what to say to whom, and how to say it appropriately in a given situation (Saville-Troike, 1996). Moreover, this ability to use and interpret linguistic forms appropriately calls for social and cultural knowledge and experience beyond the grammar of the language (Bialystok and Hakuta, 1994). How, then, can a Japanese EFL teacher cultivate students' intercultural communicative competence? The teacher herself is a non-native English speaker, the students are all Japanese, and the little English they encounter outside the classroom is often inappropriate.

Medgyes (1992) argues that the performance of non-native speakers is inherently limited: Non-native speakers can never achieve native speaker competence because they are, by their very nature, norm-dependent. However, as Savignon (1983, cited by Brown 1994, p. 227) points out, communicative competence is relative, not absolute, and it depends on the cooperation of all participants. Thus the norm itself is to some extent negotiable by and relative to the participants—native and non-native alike. One essential for successful intercultural communication, then, is the attitude of the participants, whose sense of appropriateness helps construct the norms.

I believe that learners with empathy can compensate for their lack of knowledge and experience and make better decisions about appropriateness in intercultural communication. Empathy involves relativism and flexibility, which knowledge alone cannot furnish. With an empathic attitude, Japanese learners of English can learn more rapidly to cope with norms different from theirs and gain insights about linguistic appropriateness in English-speaking cultures. Therefore, by fostering empathy in an EFL context, a Japanese teacher with only limited knowledge of English appropriateness can still help students develop competence in intercultural communication. Furthermore, by raising awareness of the importance of an empathic attitude, Japanese teachers of English can help improve students' everyday social interactions. Students can create harmony in a classroom where some had suffered because of their differences.

The Meaning of Empathy

Goldstein and Michaels (1985) describe empathy by combining several meanings noted by Macarov (1978, as cited by Goldstein and Michaels p. 7):

> Empathic people can take the roles of other people, viewing the world as they see it, and experiencing their feelings. They are adept at reading and interpreting nonverbal communication. They sincerely try to understand helpfully, without passing judgment. Empathy differs from sympathy in that it does not include pity or approval and focuses on the feelings of others, not our own. (aKtz 1963, as cited by McLeod 1997, p. 114)

Gerbert (1993) claims that in elementary schools, Japanese *kokugo* (national language) education emphasizes empathy and subjective feeling, more than American English education.

> While American textbooks tend to encourage the child to step away from the story and to analyze the situation and the actions of the characters and to evaluate the effectiveness of their actions, *kokugo* textbooks often invite the child to imagine the feelings of another and to merge his or her identity with that of the character, even if that character should happen to be animal. (p. 161)

I believe, however, that the empathy in Japanese English education should differ from that noted by Gerbert. In *kokugo* education, the purpose of developing the student's empathic viewpoint is to create a common singular consciousness (p. 161). Japanese students are expected to understand others from a reference point based not on individual self-knowledge but on "Japaneseness," moral and behavioral standards universally accepted in Japanese society (p. 161). To help students understand appropriateness in English interactions and intercultural communication, teachers need to affirm individual differences and diversity, and differences must have positive value for students.

Teaching Intercultural Communication

Gudykunst and Kim (1995) explain that we cannot understand the communication of people from other cultures if we are highly ethnocentric.

> Ethnocentrism leads us to see our own culture's way of doing things as "right" and all others "wrong." While the tendency to make judgments according to our own cultural standards is natural, it hinders our understanding of other cultures and the patterns of communication of their people. Becoming more culturally relativistic, on the other hand, can be conducive to understanding. (p. 431)

According to Porter and Samouvar (1991), intercultural understanding goes through several stages from ethnocentrism to ethnorelativism. Ignorance or feelings of denial and rejection are natural at the first stage. To help students shift their viewpoint, the teacher needs to make them encounter value conflicts.

The stronger the impact on the students' belief systems and their value judgments, the more they will question the stability of their values. Then, by reflecting on their belief systems and value judgments in comparison to the norms of the new culture, students will become aware of, admit, and then accept the differences. When students can tolerate differences and believe that no cultural group should be judged as being inherently superior or inferior to another (Damen 1987, as cited by McKay 1992, p. 53), the teacher has successfully created a classroom culture where students have acquired empathy through intercultural understanding via the learning of English.

Seventeen years ago, I cultivated my empathic viewpoint by eating peanut butter. One day, I saw one of my American friends eating an apple with peanut butter and at first I couldn't believe her sense of taste. I judged her behavior as different and wrong. Peanut butter was only for bread; I couldn't believe that there could be any other way of eating peanut butter. Later, I saw more foreign friends eating apples with peanut butter, and I tempered my judgment, and noticed it was not a matter of right or wrong, but a matter of a difference in combination. Although it took several weeks to try it myself, I started eating peanut butter with not only apples but also other things such as bananas and strawberry jam. One way that I teach my students international understanding is by showing them how you can eat apples with peanut butter. By encountering and relating experiences in which their own emotions change from denial to tolerance, Japanese English teachers can successfully teach empathy.

To wean students from their bias and to see the differences in English and English-speaking cultures, a teacher has to have an empathic perspective towards the target language and culture. How can a Japanese teacher develop that? To foster an ethnorelative viewpoint, Japanese teachers need to experience separation from their own culture, even if they never leave the country. McKay (1992) suggests ethnographic research as a means for teachers to become expatriates in their own classrooms. Just as foreign teachers can free themselves by research from imposing their own cultural biases on the culture where they teach, Japanese teachers of English should make efforts to separate from their own cultural biases and analyze English speaking culture from an ethnorelative viewpoint.

Moreover, Japanese English teachers should teach students that all languages are of equal value. Tsuda (1991) points out that Japanese education has put too much stress on British and American English. Overemphasizing Anglophone culture may mislead students to assume the superiority of English.

The Necessity of Empathy in Japanese Schools

Wa, which is often emphasized in Japanese society, could be translated as harmony. To maintain it, each member of Japanese society must be the same; Japanese harmony has little room for tolerance of differences (Nakajima,1997). If someone is different in some way, they will not be a full member of the society until they change to be the same as others. The logic of Japanese harmony eliminates differences.

According to Bowers (1987, as cited by Holliday 1994), a classroom is a microcosm which reflects the social world outside. School uniforms and strict rules which demand conformity are ways a school suppresses the differences among its students. *Ijime,* or group oppression by exclusion (my translation), is one example of how students interpret those messages and react to Japanese harmony. A Japanese classroom is full of the similarities supported by the Japanese concept of harmony. It consists of a Japanese teacher and Japanese students, whose mother language is Japanese. This learning environment reinforces the students' assumption that everyone should feel, believe, and behave as they do in Japan. It is time for us to stop deprecating differences and instead, to encourage students to understand them empathically, to generate a new harmony that will create a school environment where differences can be viewed more constructively. An empathic viewpoint can sensitize one to the full range and depth of someone else's affective stage or situation (Goldstein and Michaels 1985) and create new insights into classmates' personal differences. Trying to understand a different culture can lead students to rethink their own beliefs, to develop empathy, and then to integrate differences into their belief system for constructive relationships with classmates.

Actions in Japanese English Classes

When students learn English, they accept the premise that the language, the culture, and the society are very different from theirs. Therefore, English classes can challenge students' assumptions and help them see another way to view differences. Introducing cultural differences as pieces of information is not enough.

Livine and Adelman (1993) emphasize teaching the hidden aspects of the culture in language learning, because the part of culture that is exposed is not always that which creates cross-cultural difficulties; the hidden aspects of culture have significant effects on behavior and on interactions with others. By highlighting the hidden aspects of the language functions and characteristics with an empathic attitude including the positive value of differences, a Japanese teacher can help students reflect on the appropriateness of their performance.

English language learning introduces students to different interaction patterns for communication with different ranges of appropriateness from Japanese norms. An English interaction is governed by its culturally oriented rules and it is quite hard for students to figure out the hidden formula. As a consequence, they fail the interaction. For example, Allwright (1980, cited by Brown 1994, p. 236), showed how students failed to use appropriate turn-taking signals, formulated by the English conversation rules, in their interactions with each other and with the teacher. Why do they fail? Because they try to apply their own cultural conversation rules developed through their native language acquisition for the English interaction (Okuzaki 1997).

But after the shock of initial failure, students can recognize English conversation rules, appropriateness, and the belief system supporting the rules. They expand their own range of appropriateness in interactions, then perhaps apply it to their behavior and interactions not only in English but also in Japanese. With an empathic attitude, students can try to interpret the challenge positively. As another example of conversational differences broadening the range of appropriateness, I encourage my students to ask questions, clarify, and express their own opinions both in English and in Japanese. I also encourage them to take increased self-esteem from their language performances. The class should provide the opportunity to display students' language use and the time to try the different interactions by themselves.

Teaching Life Goals Through Lessons

English has been regarded as the most important foreign language for Japan to keep pace with the modern world, largely because English provides access to the latest scientific, medical, and technological developments in developed countries (LoCastro, 1996). However, as long as the teaching of English is based primarily on a foundation of economic globalization, students will be seen simply as future human capital. Japanese teachers suffer from the uncertainty of having all of their students aim only at their future need for English in their everyday teaching. Stevick (1998) explains how everyday teaching affects students:

> We consciously choose or not choose one or another set of "life goals" that we want to help our students work on. We can pursue those goals openly and intentionally or indirectly and covertly or not at all. But whether we are consciously working on such matters or just on language skills, the "life-goals" that will be affected most in our students are not necessarily the ones we think we are putting across. They are the goals—the values—that our students find built into us and into how we teach them, our fellow human beings, day by day (p. 173).

Therefore, we should emphasize the role of teaching in promoting our students' humanistic development, and the cultivation of a more empathic viewpoint must be justified as one of the life-goals for Japanese students, especially in their English language classes.

Closure

I cannot say that English language learning directly fosters students' empathy development. I cannot say that a better language learner could already have developed empathy, either. I don't have measures to estimate students' empathic attitude and cannot prove that I have been able to develop empathy in my students during my English language classes. However, I can insist that I should teach English to help students develop themselves with dignity. I want to be in the classroom to better students' lives.

Last year, tragedies involving junior high school students shook Japan. As a result, the Minister of Education proclaimed the need for *kokoro no kyoiku* (Humane Educatio, my translation) as a state of emergency in education. Society demands that every teacher of every subject provide a more humanistic approach in everyday teaching. I would like to make English teaching play its role in helping students better their social interactions. English can teach students something beyond grammar.

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10+ Questions for Your Next University Employer

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Expatriate language teachers seeking jobs in any country face obstacles and pitfalls, but in Japan the situation is further compounded by barriers of language and culture; applicants generally hesitate to leave a bad impression by pressing employers for information, or stating clearly their preferences for job conditions. This reluctance is underscored by the expatriate's possible unfamiliarity with conventions and etiquette, and Japan's high degree of tacit understandings. In fact, until recently Japanese candidates for academic positions rarely needed to make inquiries, since conditions were uniform and varied by generally public criteria—the prestige or wealth of the school and so forth. And if candidates did inquire, they might have asked contacts behind the scenes, not interviewers directly. However, if a matter of tact consigns the applicant to a temporary position with long hours, minimal benefits, and comparatively low pay, then a little pushiness may be worth the risk.

This paper discusses how an employee can avoid adverse employment conditions which are, unfortunately, rife for foreign educators in the Japanese university system. An essay this brief cannot comprehensively cover all fields of Japanese language education: It does not address seekers of stopover positions in either private *eikaiwa* schools (employing foreign staff under short-term contracts), or Japanese primary and secondary schools recruiting through the JET Program (specifically designed by the government to sustain revolving-door employment). Instead, this paper focuses upon universities, where, short of founding your own school as a private enterprise, long-term or permanent positions as a foreign educator in Japan are most likely to be available.

Employment conditions vary according to whether the position involves public- or private-sector employers, part- or full-time employment, or Japanese or non-Japanese employees.

Public and Private Sectors: There are three different types of university in Japan: (a) National (*kokuritsu daigaku*—with the influential and trend-setting former Imperial Universities at the top), (b) Public (*kouritsu daigaku*, prefectural and metropolitan universities), and (c) Private (*shiritsu*, or more clearly *watakushi ritsu* daigaku). The National and Public Universities are public-sector institutions, fully funded by government taxes, meaning that educators are legally civil servants (*koumuin*). Private Universities are mostly private-sector funded and managed, with educators legally classified as laborers (*roudousha*), falling under the Labor Standards Law (*roudou kijun hou*). Spanning the system is Monbusho (the Ministry of Education), which controls and approves budgeting for public schools and educational accreditation, curricula, and hiring for all. In sum, foreign educators are bureaucrats in the National and Public Universities, laborers in the Private, and receive permission to teach from Monbusho in all cases.

Part Time, Full Time: In Japan, as all part-time (*hijoukin*) employment is (by definition) term-limited, employees regardless of nationality, receive contracts. However, in the case of full-time (*joukin*) employment, citizenship does make a difference, and this is in part due to standard hiring practices in Japan's civil service.

Japanese, non-Japanese: Until the end of 1997, an oft-quoted (but never legally-delineated) understanding known as "the nationality clause" limited permanent, promotable civil service employees to Japanese citizens. Although hardly unique to these shores, when applied to education by an unusually powerful ministry, this practice set the standards for the employment of most foreign educators in Japan.

Because National and Public universities technically employ civil servants, full-time Japanese faculty automatically received (until recently) noncontractural unlimited-term employment, i.e. tenure, from day one on the job. Conversely, full-time foreigners, ineligible for civil service, were restricted to contracted employment in positions created for them exclusively: *gaikokujin kyoushi* (foreign instructor) with one-year contracts, and *gaikokujin kyouin* (foreign faculty) with three-year contracts. Foreign educators, regardless of qualification, served as full-time employees under part-time conditions—merely by dint of being on the government payroll.

In practice, tenure for foreigners has hardly ever been granted in the National or Public Universities, and very rarely in private ones: Japan has the lowest number of tenured foreign educators in the Organization for Economic Cooperative Development (OECD). According to Ivan Hall (p. 100, 1997) there are more tenured foreigners at George Washington University than in all of Japan!

In times when even tenured positions may disappear, "Contracted employment" may sound reasonably secure: It is legally "renewable by mutual consent," and some universities have granted perpetual renewals. Yet full-time foreign educators in Japan have found their employment highly insecure precisely because of contracts, and for reasons bureaucratic, political, and economic.

Bureaucratically, capping renewals (at two or so) is standard in many universities. Nonrenewal has been an effective means for firing the troublesome foreigner for personal reasons. (For detailed accounts consult Aldwinckle 1999 and sources therein.) And in the face of rising costs and diminishing student numbers, contracts have enabled Monbusho to replace elderly foreign educators with younger, cheaper foreigners in the National Universities (Hall, 1997). In sum, a contract system without the possibility of tenure has allowed universities to fire foreign employees, and almost invariably foreign employees, at will, and on a national scale seen nowhere else in the OECD (Hall, 1997).

Regulations changed in the latter half of the 1990's. The *Daigaku Shingikai* (University Deliberation Council) (1995), a consulting arm of Monbusho, recommended standardized contracts for full-time foreign faculty at private universities as well, paving the way for full-time limited-term contracts for Japanese at all universities. In August 1997, the Diet passed the *Sentaku Ninkisei Hou*, Optional Term-Limitation Law, formally legalizing non-tenured, contracted status for full-time Japanese educators.

This law, however, specified that all universities may hire foreign educators under whatever terms the universities themselves see fit. This includes tenure, and although no clear systematic approach for granting it has been stipulated in the 1997 law. In any case, the end result is that, for better (tenure) and for worse (contracts), parity between Japanese and non-Japanese has recently become legally possible throughout the Japanese university system.

This background indicates why the following questions for potential employees are so important. Not all universities are aware of or responsive enough to the new laws to systemize tenure for full-time non-Japanese. Contract employment remains insecure—and steeply tilted against non-Japanese candidates. Nor are universities always forthcoming about employment conditions in their job announcements, so proper investigation of conditions becomes crucial for finding the better jobs.

The Ten+ Questions a Prospective University Employee Needs Answered

1. *Is this university a National, Public, or Private University?* If it is National or Public, as a bureaucratic organ it will probably not grant tenure immediately, or even have the rudiments of tenure-track system. Private universities, with a longer history of employment options, are more likely to—although very few do in any case.

2. *Is this position full-time (joukin) or part-time (hijoukin)?* If part-time, the position will be contracted, as it is for everyone in Japan. If full-time, it will probably be contracted for foreigners (though in exceptional universities tenure may be granted from commencement). However, be advised that some universities obfuscate with terminology: At the Prefectural University of Kumamoto, original contracts describing foreign faculty positions as *sennin no kyouin* ("full-time faculty member" in the English translation) later mutated into *tokubetsu shokutaku hijoukin gaikokujin kyoushi*, "special, irregular, temporary/part-time"—making employees, in the words of school administrators, "full-time part-timers"; c.f. Aldwinckle, 1999.) So narrow the terminology down to *joukin* or *hijoukin* in inquiries.

3. *If full-time and contracted, how long is the contract period?* Are renewals capped? If the term is only for one year, it would be advisable to search for a job elsewhere, for these conditions offer the minimal job security of a part-time *hijoukin* teacher and a lot more work. A three year term is a little better, but beware of renewal limitation (often two renewals is the limit), effectively dismissal regardless of accrued research or goodwill. It is advisable in any case to search for the rare position where foreigners are tenured from day one, of course.

4. *What do the university regulations actually say about tenure for foreigners? Is it possible?* If they say no, it would again be advisable to look elsewhere for a more stable position. If they say yes or maybe, inquire about an established tenure track (unlikely given the recentness of the laws), and then ask:

5. *How many foreigners currently have tenure here?* This is a litmus test. If none do, chances are you will not be an exception. If some have, find out how many and how long ago. Find their names in public records (such as JACET) to ask them directly about job conditions.

6. *How many classes (koma) will I teach?* Some schools give unsuspecting foreigners a class load more than double that of Japanese full-timers. The average load is around five to seven *koma*, with one *koma* equalling one 90-minute class taught each week. (Use the word *koma* in inquiries to avoid possible confusion between "class" and "period.") Find out if there are other responsibilities such as evening classes, summer classes, seminars (*zemi*), exam preparation and marking—which can be extra work uncompensated.

7. *Am I allowed to attend and speak at faculty meetings?* ("Faculty meeting" word choices vary from school to school, along the lines of *kyouin kaigi, kyouju kai*, etc.) If not, I would refuse to take the job, full stop. If you are allowed in with speaking rights, you would have a hotline to all the major decision makers and can provide input (not to mention raise objections) on university matters before the entire university. If not, you will have no voice at any time when policy that will affect your employment status is deliberated upon. Do not rely on other faculty members to represent

your interests in university meetings, because overnight oustings often take place.

8. *Are unemployment insurance (shitsugyou hoken, now koyou hoken) and health insurance (kenkou hoken) included in my pay?* Unemployment insurance is required by law for part-time teachers (hijoukin) in all universities, but only for contracted full-timers in private ones. This is necessary in case of the layoffs which temps all too frequently incur. Foreigners can get unemployment benefits in Japan if they are paid in.) However, some do not always pay it in. More important is health insurance, because without it you will be paying five times more for the same medical treatment; your family will not be covered and will be paying over three times more. In any case, comprehensive health insurance is the right of any full-time worker in Japan. If you do not get at least health insurance, do not take the job.

9. *Will I get paid a bonus (bonasu) and retirement pay (taishoku kin)?* Many universities pay their foreigners significantly more per month than the regular staff, but do not pay them a bonus. A bonus, paid twice annuallly, adds up to around five months' basic salary (*kihon kyuu*) per annum. If you are not getting a bonus, you will be getting paid significantly less than the Japanese no matter how they configure the math. Get a bonus or suffer from low salary. In addition, retirement pay is something all Japanese full-timers are entitled to, and they receive it even if they leave part way through their careers. If you are not entitled, you are losing out on a major payoff for years of services rendered.

10. *Will I get the other benefits entitled other Japanese full-time academics?* These include (a) an office of your own, (b) a research budget (*kenkyuuhi*), c) a computer budget, (d) access to joint-research funds (*kyoudou kenkyuuhi*) from Monbusho, (e) the right to sit on committees. There is a lot of leeway here, but a few benchmarks: (a) Ascertain that your office is not a single "teachers' room" exclusively for all foreigners—no better than the gaijin ghettos at a regular *eikaiwa* school. (b) The amount of research budget differs widely and in applicability for overseas research, but at least make sure you get one. (c) With no computer, you will be cut off from your colleagues' internet and email, and thus the bulk of current collegial interchange. (d) Committees may sound cumbersome, and they are, but committee work is where you increase your exposure and usefulness to the school, lending input where it is needed and increasing your job security—for invisible foreigners give administrators every excuse to argue how dispensible they are. It is difficult for your Japanese peers to take you seriously as a full-fledged colleague without committee work.

11 *Miscellany:* These are quirky conditions found in some universities which do not fit neatly into categories: (a) Are there time clocks to punch? Time clocks are unusual, but through them administrators can monitor your every move and deny you trips overseas or days off during workload lulls. (b) Am I officially working less than 40 hours a week? Some universities say 30 hours, thereby quietly but officially classifing you as part-time.

In sum, to avoid a part-time position with full-time duties, I would suggest that you not take a job if the following conditions are not granted as a bare minimum: (a) attendance and voting rights at faculty meetings, (b) health insurance, (c) classroom load of 5 to 7 koma, (d) bonus of around 5 months per annum, (e) a contract period longer than one year.

Although universities may balk at a foreigner asking so many questions, the fact is that this information, particularly the bare minimum conditions, should be easily researchable. According to the abovementioned Ninkisei law, universities are required at the outset to disclose full employment conditions, including any potential job limitations, in their job announcements. If the school requests you contact them for more details or are unduly cagey in their responses, understand that they are defying Monbusho and thus may have some unwelcome surprises in store.

In any case, avoid the pitfalls that are all too common here. Acceptance of a position is of course at the reader's discretion, but unless people become better informed about adverse conditions latent within the Japanese university system, the already insecure circumstances for foreign educators here will probably continue unchecked.

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Cambridge University Press	IFC
IDC	IBC
LIOJ	7
Nichigai	38
Pearson	OBC 34

授業研究と「科学」

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Ⅰ．問題の所在

「英語教育学」という言葉は、英語教育研究において、一定の市民権を得ているようである。この言葉には、ある特定の概念が内包されており、英語教育における「授業研究」の文脈で「授業学」という言葉が用いられる時、同様の概念は「授業学」にも内包されている。

一方、教育学の領域において、「英語教育学」を含めた「教科教育学」の成立及び「授業学」の成立を否定し、新たなる授業研究の枠組みを構築することが、最近6～7年隆盛している。

本稿では、「英語教育学」と「授業学」に基礎を置く「授業研究」の考え方について、「教科教育学」の成立及び「授業学」の成立を否定する視点から考察し、英語教育研究における授業研究の方向性を検証することをねらいとする。

Ⅱ．「授業の科学」神話

「教科教育学」及び「授業学」の考え方を否定する見解は、佐藤（1992, pp.63-88）に示されている。その中で、本稿と密接な関係があると考えられる事項は、次の3点である。

①授業の過程は、合法則的な過程であり、法則定立学としての「授業の科学」が成立可能であるという前提。

②授業の過程は合理的な技術で構成されており、すぐれた授業の一般化により合理的技術の体系化が可能であるという前提。

③「授業の科学」が成立する以上、「教科教育学」も固有の理論領域で成立するという前提。

佐藤（同上, pp.70-71）は、上記3点の前提が、いずれも「神話」であると述べている。

以下では、①～③で示されている「科学」概念を基盤として、それが英語教育における授業研究に敷衍されている事実を確認し、「英語教育学」と「授業学」に基礎を置く「授業研究」に見られる問題点を、考察することとする。

Ⅲ．「英語教育学」と「授業学」の考え方

「英語教育学」が、英語教育の「科学的」研究を標榜していたことは、垣田（pp.xxiv ）が、「多くの論考において、英語教育学は独自の、あるいは固有の科学ととらえられている」と「英語教育学」に関する数人の定義を総括的に検討し、自らの言葉で述べている部分から理解される。しかも、歴史を溯れば、「英語教育学」という言葉が初めて使われた1960年代前半は、「教科教育学」樹立を目指した動きが起こっている時期と重なっている。従って、英語教育の「科学化」という理念が、「英語教育学」の根底にあることは確かである。

では、「英語教育学」における「科学的」研究とは、どのような内容を意味しているのかを捉えてみる。松畑（1972, p.11-12）は、「科学的研究とは何か」という項で、「科学とは、一方的な主観や独断を排斥し、1つの実態の構成因子の分析と、それら因子間相互の因果関係の法則性を確かめることのできる、客観的な比較可能性である」と述べ、「1つの体験、1つの研究結果が、どれほど論理的に一般化しうるか、その一般化の可能性を追求していくのが科学的研究である」と説明している。そして、松畑（同上）は、「教育実験について言うと、仮説－実験－検証の過程を通じて、定式化された客観性のある結論を導き出すところに特色がある」と述べている。また、金谷（1994, pp.37-38)は、「実証研究」の重要性を説いている。「実証研究」は、上記松畑に見られた「仮説－実験－検証の過程」に通ずる事項である。松畑自身、「実証性をめざす」（1991, p.277）「授業研究」を提唱していることからも、この点は理解される。

以上のような「科学性」が、授業研究において求められる理由は、「名人芸をその人のみの財産とするのでは科学的進展はない」（松畑1991, p.7）という点にあるとする。類似の考え方は、「名人芸の教師がなぜ名人なのかを考える」（金谷1991, p.18）という主張にも見出せる。しかも松畑（同上, p.24）は、「『名人芸を科学する』のが授業学のテーマである。（中略）授業学研究では、名人芸の授業の teaching strategies を解明することによって授業創造への道すじを示し、誰でもが到達しうる道すじを明らかにすることをめざすのである」と述べ、「授業学」が「授業の科学的研究」であるとの考え方を示している。さらに松畑（同上, p.45）は、「仮説検証性」・「一般性追求性」・「客観性」を持って授業実践を行うことを提起している。

以上から、「英語教育学」と「授業学」に基礎を置く「授業研究」の考え方には、一般化を念頭に置いた「科学性」概念が基礎にあることが理解される。次に、上記で捉えられた「科学性」が意味する事項を検討する。

Ⅳ．科学とは何か

科学に関する議論は、哲学の分野で活発に行われている。そこで、哲学における議論に依拠しながら、「英語教育学」と「授業学」に基礎を置く「授業研究」の考え方に存在する「科学性」について考察する。

「科学」が意味する対象が、一般的に物理学であるということは、「『科学』という場合、われわれは、まず自然科学のことを考え、わけても物理学をその中心として考える」（河合, p.150）という指摘、及び「自然についての学問は、実態の不変の本性のかわりに、現象の変化の法則を求める『物理学』となった」（山本信, p.89）という指摘から捉えられる。「科学」の方法とは、いわゆる「仮説演繹モデル」（吉田夏彦, p.43・野家, p.75）と呼ばれている方法であり、「多数の帰納的証拠から現象を説明する原因や法則を仮定し、そこから実験にかけることが可能な個別的事実を演繹的に導き出し、それを経験的に検証する」（野家, p.75）という手続きを採る。しかも、「科学的思考」は、「実証主義」の立場を重んじる（山本信, pp.90-91）。

上記に見られる「科学」は、Ⅱ．において採り挙げた、「英語教育学」と「授業学」に基礎を置く「授業研究」に見られる「科学

性」概念と完全に一致する。従って、「英語教育学」と「授業学」に基礎を置く「授業研究」における「科学性」が、物理学をモデルにしていることは確かであり、Ⅱ．において採り挙げた佐藤が指摘する①・②は、「英語教育学」と「授業学」に基礎を置く「授業研究」の内容にも該当していると言える。

問題は、上記の「科学」概念に基づいて、「授業研究」が成立し得るかどうかという点である。例えば、吉田章宏（1987，p.80）は、授業研究において自然科学的発想を導入することの危険性を指摘し、「自然科学主義」の問題に触れている。「科学」概念に基づく「授業研究」に問題点が存在することを捉えるために、「科学」が持つ限界に関する哲学の議論を参考とし、以下では論を進めることとする。

「科学」は、「ある一定の観点に立って、探求されるべき対象を限定し、その特定の観点に基づいて、問題となる特定の事象だけを採り挙げ、それ以外の部分を捨象する」（渡邊1996，p.32）という方法を採る。この方法では、「特定の事象だけ」については、ある結果や法則を得ることができるものの、捨象された部分に関しては、何らの知見も得られないことになる。しかし、捨象された部分が重要ではないと断定し得る根拠を、どのようにして提出するのであろうか。捨象された部分にこそ、重要な要素が隠されている可能性を否定できないことは、山本達郎（pp.202-203）も歴史学に関して言及している。授業が、教師・学習者・教材などが複雑に結合し成立していることに鑑みると、ある一定の側面からのみ授業を捉えようとする「科学」の考え方が危険であることは、歴史学と同様であると言える。しかも、「特定の事象」に関する「科学的」知見を多数集め、それらを総和することで、全体を表す知見が得られる程授業が単純ではないことは、明らかであろう。従って、たとえ「特定の事象」に関して「科学的」知見が得られたとしても、それらがお互いに連関性を持たずに存在する状態が生まれることになり、一つの授業全体を捉えることにはならないのである。すなわち、「特定の事象」に関する「科学的」知見は、断片的知見のまま存在するに過ぎないのである。しかも、明らかにされた「特定の事象」に関する「科学的」知見は、クーンの「科学革命」の考え方に従えば、「パラダイム」の転換により一気に変革する可能性を持っており、「累積的に発展するのではない」（山本信，p.97・渡邊1991，p.205）のである。従って、上記から、「科学」概念に基づく「授業研究」が負っている限界を、看取せざるを得ないと言える。

さらに、中田（pp.237-238）が言うように、「授業研究が客観的研究となるためには、少なくとも授業は、授業に身をもって臨んでいない者にとっても自由に処理できるものとして、それゆえ対話の場や開示の場としてではなく、近代的な意味での自然と同様、既存のものとして対象化されなければならない」とすると、「科学」によって形骸化された「授業研究」の姿を捉えざるを得ないであろう。

Ⅴ．授業観の相違

「英語教育学」と「授業学」に基礎を置く授業研究の理念の根底に、「教える存在としての教師を外から眺める」という考え方があることは、Ⅱ．において採り挙げた「授業学」に関する松畑の見解を基にすれば、理解できる。すなわち、「名人芸」を「科学する」、言い換えれば名人の教え方の巧みさを明らかにし、共通の財産とするために、授業の内部に踏み込むことなく、「客観的」に授業を研究するという「科学性追求」の考え方が生まれるのである。「科学性」が持ち込まれる背景には、「教える教師を外から眺める」ことに焦点を当てた「授業研究」が、存在していたのである。

「教える教師」という問題は、「授業の最適化」や「授業のシステム化」という問題として、1960年代後半から1970年代にかけて採り挙げられてきた考え方（馬場・末武）であり、時代的には「英語教育学」の成立時期と重なっており、教育の「科学化」が求められた頃である。現在でも、「英語教育学」は、「英語学習のための最適な学習環境をデザインする」（金谷1991，p.17）という主張がなされている。上記の「最適化」が「教授活動の記述概念」であり、「最適な教育効果をめざしての教育活動、そこでの法則性の追求」を企図していることは、稲垣（pp.93-98）がすでに明らかにしている通りである。従って、以上から、「教える教師」という発想に基づいた「授業の科学的研究」が、「英語教育学」と「授業学」に基礎を置く「授業研究」であることは確かである。

しかし、上記の授業観とは異なる授業観が成立し得る。それは、子どもの学びに根ざした授業観である。例えば吉田章宏（p.88）は、「多様な理解・解釈を契機として、互いの世界の『出会い』——対決と交流——が生れ、緊張関係が生れ、その結果として、教師と子どもたちそれぞれの世界が豊かになっていく」という授業観の存在を示している。同様の考え方は、「授業といういとなみが、子どもたちの学び合いを触発し促進する実践であり、教室に生起する出来事の省察と反省を通して、学びの意味と関わりを構成する実践」（稲垣・佐藤，p.115）という部分にも見出せる。上記二つの考え方に基づいて授業研究を考えると、授業が学びの場として存在し、その学びの場の中で、子どもたちがどのように学んでいるのか、あるいは学びあっているのかを、子どもを中心として捉える授業研究になるであろう。子どもの学びに焦点を当てるとするならば、「英語教育学」と「授業学」に基礎を置く「授業研究」が不充分であることは、明らかである。なぜならば、子どもの学び方、言い換えれば子ども一人一人の学びの経験は同じではなく、学びの経験を、授業の一般化・法則化によって処理し、同一の学びの経験を総ての子どもに保障しようと企図すること自体、不可能なことだからである。

上記の考え方に基づくと、授業研究は、一人一人の子どもの学び方の観点から行われることになり、「科学的」と称される「授業研究」とは、対立することになる。その考え方は、稲垣・佐藤（p.121）が示している「反省的実践の授業研究」に基づいた考え方、すなわち「文脈に繊細な個別的認識」を目的とし、「特定の授業」を対象とし、「事例研究法」を用いるという授業研究になるであろうし、「臨床の知」として、「近代科学」とは対立する概念、すなわち、「近代科学」が持つ一般化・普遍化の視点と対立し「個々の事例や場合を重視」する考え方として、哲学でも重んじられている（河合，pp.154-157）考え方に基づいた授業研究になるであろう。

上記の考え方に依拠し授業研究を考えると、授業研究は解釈学的に行われる必要性があると言える。ある特定の授業を観察することを通して、その授業を、子どもの学びに則して多面的に解釈して行くのである。この考え方は、「科学的」な「授業研究」とは異なる。クーン（pp.105-106）が述べているように、「自然諸科学

は、（中略）解釈学的企図なのではない。他方、人間諸科学はしばしば解釈学的企図であり、そうであるほかないかもしれない」のである。ただ、解釈学的授業研究の場合、客観性をどのように保持するのかという問題が提出されるであろう。この問題は、「ビデオ記録で提供される授業の事実は、多様な立場からのさまざまな解読を可能としている。そうした複眼的な見方を形成することが、教師の『実践的知識』を強めるうえで重要だ」(佐藤1990, p.101)、言い換えれば「多様な意見の共有と合意の形成が追求される」(佐藤1996, p.75) という形態で授業研究が行われることにより、解決され得るであろう。すなわち、一人二人の人間では狭隘に捉えられがちな授業での出来事を、様々な分野の人間が授業研究に関わることにより、子どもの学びの視点から複眼的に解釈し、解釈された事項を授業者とそこに参加している人々との間で共有するという考え方により、解決されるであろう。

Ⅵ. 結語

「英語教育学」と「授業学」に基礎を置く「授業研究」の考え方の根本には、物理学をモデルとした「科学性」概念が内在し、「仮説検証」により、授業の一般法則を客観的に捉えることを目的とした理念が存在していることが理解された。

しかしながら、哲学における議論が説き明かしているように、「科学」には限界が存在しており、授業研究においても、「科学」が持つ限界を無視することはできないのである。すなわち、授業を「科学的」に研究したとしても、それをもって、どれ程授業に対する理解が深まったと言えるかは、疑問である。従って、「仮説検証」により、授業の一般法則を客観的に捉えることを標榜する、「英語教育学」と「授業学」に基礎を置く「授業研究」の考え方の根本原理の問い直しが、求められているのである。なぜならば、授業は一度限りの固有の存在であり、二つとして同じ授業は存在し得ないからであり、授業に対する一般法則化が授業研究に対してどれ程の意味を有しているかの再考が、必要となるからである。ゆえに、「科学性」概念を拠り所とした授業研究と異なる授業研究が、求められるのである。

「科学性」概念に基づく授業研究と異なる授業研究とは、解釈学的授業研究である。すなわち、授業研究の焦点を、教室における学習者の学びに当て、学習者の学びの経験を多面的に捉える授業研究である。解釈学的授業研究では、ある事象や問題を解釈すること、言い換えれば、ある事象や問題の背景を理解することが中心となるため、客観性の保持が課題となる。従って、複数の教師や様々な領域の研究者が授業研究に関与し、一つの授業を複眼的に捉え、多面的な授業観を交流させることが要求されるのである。

本稿の議論を通して、英語教育の領域で従来行われてきた授業研究とは異なる視点が明らかにされ、英語教育研究における方向性が検証されたと言える。

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This paper considers the notion of scientific research into English language teaching in Japan, discusses why it has encountered serious problems, and demonstrates an alternative approach: Scientific research has the goal of establishing generalised rules or formulae for teaching, like physics. However, it is impossible to establish such rules or formulae for language teaching, because a lesson is a result of the complex interaction of various intricate factors, involving not only teaching but also learning. Therefore an alternative approach is necessary, one which is interpretative and oriented to specific-cases, like action research. This paper presents a theoretical framework for such research.

Offbeat Matsuyama

Robert Oettel, *Matsuyama Chapter President*

An English language newspaper recently published a travel article on Shikoku headlined "Offbeat Attractions of the 4th Island." Some of the offbeat features in M-JALT (Matsuyama-JALT), located in the largest city on Shikoku, can be summarized in seven words or phrases: *MALT; first off Honshu; two-thirds; over 50 percent; the Big Three; continuity and changes;* and *challenges.*

MALT: At the annual chapter business meeting in December 1990, many members were up in arms about some of the issues then controversial in JALT. Members came within a whisker of withdrawing from the National Organization and establishing MALT (Matsuyama Association of Language Teachers) as a go-it-alone local organization. A decisive factor, however, was that some members felt they would have to belong to both organizations and pay two sets of dues. Chapters need and benefit National, and National needs and benefits Chapters.

First off Honshu: In October 1994 M-JALT was pleased to host the 20th JALT International Conference, the first (and so far, only) one held off Honshu. For a short time, M-JALT's membership peaked at over 120, as many members joined, or rejoined, to assist at the conference. This is a good example of mutual benefit: hosting the conference led to the highest-ever M-JALT membership; and M-JALT in turn assisted National in a successful conference.

Two-thirds: Approximately two-thirds of the chapter members are native Japanese speakers and one-third are native speakers of English or other languages, one of the highest percentages of native speakers of Japanese among the chapters. Moreover, as a rule the same proportion holds for our officers. Many native speakers of Japanese say the main benefit of JALT for them is contact and interaction with native speakers of English, since Matsuyama is a smaller city, with fewer opportunities for inter-cultural and inter-language contact than in larger metropolitan areas.

Over 50%: Unfortunately, M-JALT leads JALT in membership and attendance decline. Sadly, our chapter has lost over 50% of its members since the 1994 International Conference, and average attendance has also fallen to about 28 participants per meeting, from a previous average attendance in the 40s and occasional 50s. Some native Japanese speakers offer an unusual reason for ceasing to attend: There are now fewer native speakers for them to interact with, this interaction being the main reason they attend and, indeed, are even JALT members. This decrease in membership and attendance has happened in spite of a well-balanced schedule of attractive programs, well-publicized in Japanese language newspapers, in newsletters, posters, post cards, e-mail and by word of mouth.

The Big Three reasons for this decline are relevance, burnout, and the dues increase. Inactive members, former members, and never-have-been members say JALT programs and publications are not or are no longer relevant to their needs, that they gain more in a discussion with a colleague or friend over a beer or in other informal situations, or that they needed JALT when they started teaching, but not anymore.

A number of very active former members and leaders have stated something like, "I ain't comin' no more!" or, "I gave a couple of years of my life to JALT. I've had it," in a tone that indicated I had better drop the subject if I wanted us to remain friends. Why would these good people and former JALT members and leaders make such comments? The answer is *"burnout!"*

M-JALT has traditionally drawn a considerable number of its members from homemakers and others who teach English part-time. After the dues increase, many of these part-timers chose not to renew. In addition, others who teach full-time decided during the dues increase that JALT was no longer relevant.

Continuity and Changes: As it has traditionally done, M-JALT continues to enroll a higher proportion of actual members from the potential membership than do chapters in larger cities, partly because we are the only game in town (with the exception of a recently established JACET chapter). Therefore, if people want what we offer, we are the only place to get it.

One recent change, however, is that fewer tertiary-level teachers are currently regular attendees or officers. Over one-third of our members teach at a college or university, but of our 14 officers, 12 are high school, language school, or private teachers. In the past, M-JALT had more tertiary-level teachers as leaders and officers, and I imagine it will again.

A second change was the recent establishment of a chapter newsletter, edited by Past President Kimiyo Tanaka. It is distributed at the International Center, the ALT dormitory, and Chapter meetings.

Challenges: Probably our most important challenge is to make our programs and activities relevant to the full range of language teachers across each spectrum of interest, levels taught, and experience. Then, when presenters arrive from other areas, they will once again say, "Man *alive*! Matsuyama has the friendliest, liveliest, best JALT chapter in all Japan."

This column shares information about the many vibrant chapters in JALT. The coeditors are looking for 850 to 900 word reports (in English, Japanese or a combination of both) that describe chapters' activities, challenges, and solutions. We hope to start a similar version for SIGs, and we invite you to suggest either a new title for the double-purpose column, or one for the SIG version.

My Share—Live!

The annual "My Share—Live!" Materials Swap Meet will be going on again this year at JALT99 in Gumma. Bring 50 copies of an original lesson or activity to the Material Writers SIG table, and take home a copy of each of the materials your fellow conference-goers submit. For more info, contact MW SIG at <john-d@sano-c.ac.jp>.

Please Speak at the Beep:
A Listening and Speaking Homework Activity

Annette Kaye, *Rikkyo (St. Margaret's) Junior High School*

It can be difficult to devise and monitor homework activities in which students have to use listening and speaking skills. The following activity involves students using these skills in a realistic situation where their efforts are recorded on tape. It also shows students that, whatever their degree of fluency, they can use English to communicate successfully in controlled circumstances.

Background

This idea grew out of a classroom activity in *Listen First* (Adelson-Goldstein, 1991) that I use with first-year junior high school students. In Unit 4, students listen to telephone messages on tape and complete a message form in their books. They then do a pair activity in which they take turns to give and take additional messages. The key points of information that they have to communicate are the caller's name and number, where the caller is, and what time they called. Anyone wishing to use this homework idea should give students similar preparatory activities.

Perfection is not necessary for communication

After the students have practiced giving and taking messages, I tell them that for homework, they have to call me at home and leave a message on my answerphone. There is always a great "Eeehhh" of disbelief from the students at this point! They tell me that they can't do it because they don't speak English. I believe that the conviction many Japanese students seem to have, that they can't say anything unless they are sure what they say is perfect, is one of their biggest barriers to oral communication. This is a good opportunity to show students that they don't have to be able to understand absolutely every word they hear, or to speak in perfect English, to be able to communicate. To illustrate this, I tell the story of how I order pizza by phone. The students know that I don't speak perfect Japanese. I tell them that although I don't understand everything that the person at the pizzeria is saying, I know what key words to listen for, and what to say in reply. What is more, I've never had a wrong order arrive. Similarly, when the students call me, they won't need to be able to understand the whole recorded message; they just have to "speak at the beep."

Preparing to call

We then review the key points of information in the messages that the students practiced, and I ask them to write down similar information about themselves. This is the information that they will leave as a message on my answerphone, although the time and location will be different when they call. The basic message pattern is, therefore, "Hello, this is (name). It's (time) and I'm at (location). My telephone number is (number). 'Bye," although I tell them they can add more if they wish. I then give them a little more practice time, which by now they are clamoring for. I also promise them that no one will answer the phone in person, which they find very reassuring.

After the lesson, some students go immediately to the public phones in school and send their messages, so I make sure my answerphone cassette is rewound before I go to school. Most students phone from home, though I've even had some of them phoning from a station on their way home. If your answerphone is situated where calls will wake you up, it's a good idea to stipulate the earliest and latest times that you can be called, as some students do their homework at amazing times!

Follow-up

Before listening to the messages, I photocopy the class list and rule columns next to the names for time, location, number, and miscellaneous, which I fill in as I listen to the students' messages. In the miscellaneous column, I jot down anything that distinguishes the message, for example, background noises, unusual time or location, good intonation, additional message content, etc. I report this information back to the students in the next lesson. I don't read out everything, but I show them the list so that they can see that I was able to understand their messages and take down what they said. I tell them that this is proof they can communicate successfully in English.

It's quite a scary thing to speak on the telephone in a language you've only been learning for a few weeks. Some students call, panic and hang up; some students get the giggles on their first attempt; nevertheless, they all try again later and eventually succeed. They have used English outside the classroom, and they know that they were understood. From the looks on their faces, most students find this a surprising and enjoyable experience.

Reference

Adelson-Goldstein, J. (1991). *Listen First.* Oxford: Oxford University Press.

Quick Guide
Key words: Listening, Speaking
Learner English Level: Beginner*
Learner Maturity Level: Jr. High*
*but can be adapted for more advanced or older students
Preparation time: 15–20 minutes
Activity time: 20–25 minutes class time, 2–5 minutes homework, 5 minutes follow up next lesson

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Freewriting for Fun and Fluency

Gretchen Jude
The Center for English Language Education, Asia University

> *I always think I am weak in writing. I didn't like writing very much. Because I knew I can't write composing paper. Maybe I was afraid of making mistake, and I had no courage.*

Freewriting is often used as a way to introduce a new topic for writing or discussion. Students are asked to write on a specific topic and answer questions or raise issues that relate to the topic. The approach to freewriting presented here is different. This freewriting activity is designed not as a means of brainstorming ideas for more structured writing, but as a practice for decreasing students' inhibitions about writing. This practice can stimulate creative thinking, lower the affective filter, and allow students to increase their written fluency, giving novice EFL writers a chance to learn to enjoy writing for its own sake.

Freewriting for fun and fluency requires only paper and pen or pencil, a topic to stimulate their senses or imaginations, and fifteen minutes. Students should be reassured continually that anything they write is "OK," as long as they "keep writing." Students should "write as much as possible." After one semester of practice, students write more easily and more enjoyably: *If we make ourselves relax, our hearts move by themselves and we can write good freewriting.*

The Reasons for Freewriting

> *Before I knew freewriting, when I wrote a essay, I wrote it looking up dictionaries and correcting my mistakes. After freewritings I wrote a essay without stopping...I came to be able to write essays faster than before because of freewriting.*

Students want to know why they are doing this unfocused activity each week, since their freewriting is graded only on whether or not they do it. In the lecture introducing the activity, it is important to tell them that there are two reasons for open-ended freewriting. First, freewriting will help them increase their written fluency in English—especially if students can stop self-censoring as much as possible during freewriting time. Ask students to write as many words as possible, to imagine that each word they write is worth one hundred yen. Have them count their words and total up their earnings. Most students find that they can write more by the end of their ten weeks of freewriting.

The second goal of freewriting is to write many different ideas. In fact, students will often write the same old ideas over and over again, but the content of the freewriting doesn't really matter. More important than the product is the process. Writing without constraints or fear of evaluation, students begin to like what they are doing—writing in a foreign language.

The Rules of Freewriting

> *You said to us, "Not to use eraser." This statement set my mind at ease. I had no need to afraid of making mistake.*

So-called "free" writing actually has two very important rules. The first is "Don't erase!" At first, this rule is difficult to enforce; the teacher may spend the first several weeks of freewriting confiscating erasers and kindly reminding students not to worry about their mistakes. Some students catch on more quickly and enjoy freewriting from the beginning; others long for their eraser, reaching for it again and again—even when it's not there.

The second rule is "Don't stop writing!" Certainly students can stop and think for a moment—but only a moment! Watch for students rewriting or editing what they've written, or daydreaming, or racking their brains for just the right word. Tell them to keep writing.

Ten Provocative Topics

> *Each theme was a little odd and interesting. So I come to know the fun of writing.*

Week #1: Fifteen minutes of music
Bring a cassette or CD with various kinds of music to class. After a brief introduction to freewriting, tell students, "Here is your first topic. Begin," and push play. Fifteen minutes later, the music stops, and the first freewriting activity is over.

Week #2: Half a picture, upside-down
Something big, strange and not easily recognizable is best. A colorful magazine ad or calendar illustration works well when cut in half and turned on its head.

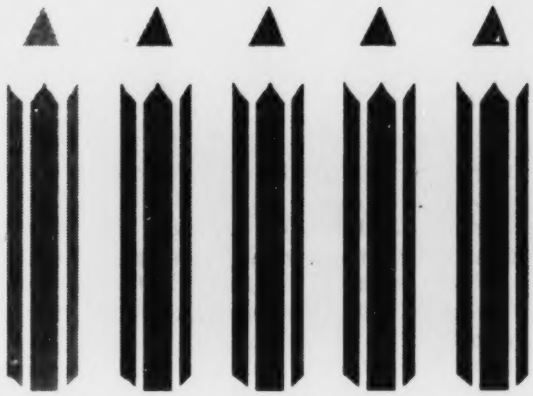
Week #3: Something in a bag
This week, I pull out a small paper bag and tell students to put their hands in the bag without looking. ("Don't worry, it won't hurt.") At the end of fifteen minutes, I take my blue fuzzy unicorn finger puppet out of the bag and show them what they touched.

Week #4: Something smelly
My choice for this week is hyacinth cologne on a small white silk handkerchief. Students pass my handkerchief around the room, touching, studying, and sniffing it—the smell lingers in the room well beyond our fifteen minutes.

Week #5: "udnsl" (a nonsense word)
Finally! A topic with letters! But what can it mean...?

Week #6: A postcard
From where, from whom, portraying what is all up to you, but let students quickly pass it around before freewriting begins.

Week #7: Salt or sugar?
I bring two film containers to class. One holds salt, the other, sugar. I walk around the room saying, "Pick a topic." Students hold out their hands for a little taste of some mysterious white powder. Everyone should taste their topic before beginning to write. Carry a cup around the room for students to dispose of unwanted granules.



Week #8: Mystery sound
Make or find a recording of a short, mysterious sound. Play it once for students at the beginning of freewriting this week.

Week #9: "Test" (a loaded word)
Any loaded word will work, but I've found that all my students have a strong reaction to this one.

Week #10: Music revisited
At the end of our final fifteen minutes, students can compare the writing from their first and final weeks of freewriting. ("Is it longer? Is it more interesting?") During our last class meeting, students have a chance to react to freewriting, and reflect on their own personal development as writers.

> *There are many mistakes in my writing, but I'm not afraid.*

Thanks to my Tsuda College Junior English class (first semester, 1998) for their honest and artful feedback.

Quick Guide
Key words: Writing
Learner English Level: High-beginner to Advanced
Learner Maturity Level: Jr. High and older
Preparation time: 10 minutes or more
Activity time: 15 minutes

The May 1999 *Language Teacher* Table of Contents incorrectly transcribed the name of My Share contributor Dotera Izumi (堂寺　泉) in Roman script. We apologize for the error and any distress it may have caused.

A Roll of the Dice

Derek English & Steven Donald

Learning the numerical system of any language is very useful, so it is important to find a way to teach the system that is fun for students. The following three activities give students the opportunity to review what they have learned as well. They can be used as time-fillers, warm-up exercises, or as introductions to numbers.

These activities require the polyhedral dice used in role-playing games like "Dungeons & Dragons." These dice are sold in most game and hobby shops and can easily be ordered through mail-order catalogues or the Internet. Usually, these dice come in sets of seven: one four-sided, one six-sided, and one eight-sided die, two 10-sided dice, one 12-sided die, and one 20-sided die.

Before starting any of the activities, introduce the dice to the students by letting them handle and roll them for themselves. As most of these dice come in a variety of colours and schemata, getting students to participate in this activity is usually not a problem. The teacher should start the activity by asking the students questions such as "How many sides does this die have?" or "How do you read the dice?" and by answering any questions that the students may have. (As students who are beginning to learn numbers in English will probably have limited second language ability, this question-answer session will probably be in the students' first language.) Once this is done, the following activities can be started.

Activity I

All players, including the teacher, write their names down on pieces of paper, with assistance if necessary. Everyone writes down three points as the starting total. (By keeping written score themselves, the students reinforce their oral learning of the numbers.) Next, everyone takes a turn rolling the four-sided die and reading off the number. Each player has a time limit depending on level and ability. For beginners, I recommend seven seconds, for intermediate three to five seconds, and for advanced players, two seconds. The teacher should determine in advance the time limits, but adjust them to meet the needs of the individual players when necessary.

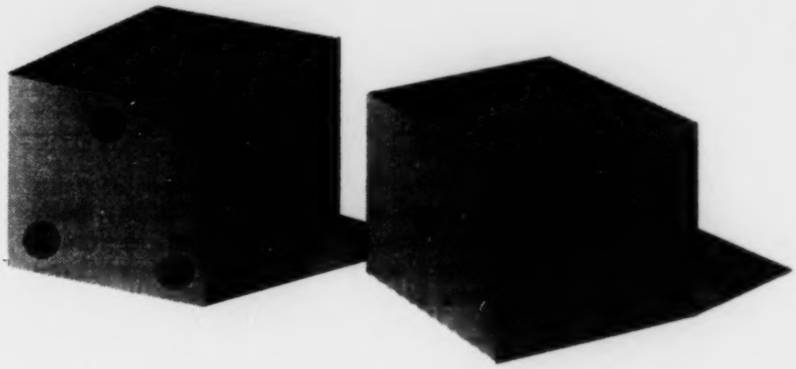
Players who cannot give the correct answer within the allocated time lose a point. Mistakes are allowed, as well as prompting from the teacher or other students, as long as the correct answer is given within the allocated time limit. A correct answer adds one point. A bonus point can be given if the player rolls the highest number possible. Once everybody has rolled and scored accordingly, the process is repeated until all dice have been used. The player with the highest total wins.

Activity II

Activity II can be done separately or as a continuation of Activity I. Players take turns in rolling all of the dice at once, with seven seconds to read off all the numbers showing on all the dice. Failure results in the loss of one point, success in a gain of two points. As students become more proficient, the time limit can be reduced.

Activity III

This activity uses the two 10-sided dice and gives players the chance to practice the numbers between one and 99. One of the 10-sided dice should be selected as the "tens" die, the other as the "ones" die. Players take turns rolling the dice and reading them within an allocated time limit. If players do this correctly, they receive two points; incorrectly, they lose one point. The first player to ten points wins the game. Again, this can be added to the previous two activities or can be played on its own.



Quick Guide
Key Words: Numbers
Learner English Level: Beginner
Learner Maturity Level: Child to 11 years old
Preparation Time: none
Activity Time: five to 30 minutes, depending on purpose and number of activities

Interactive Student-generated Vocabulary Quiz

Alan Mackenzie

A lot of the language teacher's time and energy goes into the development of classroom vocabulary tests, but having students generate their own tests may give them and the teacher a better idea of how well they know the target words, how well they can use them, and where their weaknesses lie.

The following procedure relies entirely on the vocabulary knowledge of the student. It allows multiple measures of vocabulary knowledge and retention to be recorded and provides an opportunity for expansion and clarification of vocabulary knowledge. The procedure may also give the students a sense of inclusion in their own assessment procedures: Students could be asked to keep track of their own scores throughout the term for eventual inclusion in a portfolio. Alternatively, the procedure might be repeated, students asked to change their sentences, and the answers rescored to discover improvement or further problems.

Using very little classroom time but a lot of the students' mental processing power, this procedure provides an interesting and authentic context in which students may encounter the target vocabulary.

Procedure:
(Vocabulary has already been introduced and assigned to be learnt before the lesson.)

1. Read aloud a list of about ten words, twice at the most. Students should write these down. Leave only enough time between the words for students to complete writing them.

Possible test scores: Word recognition—Score the number of words the students heard.

Spelling—Have students read the words back to you, spelling each word as they do. Score the number of correctly spelled words.

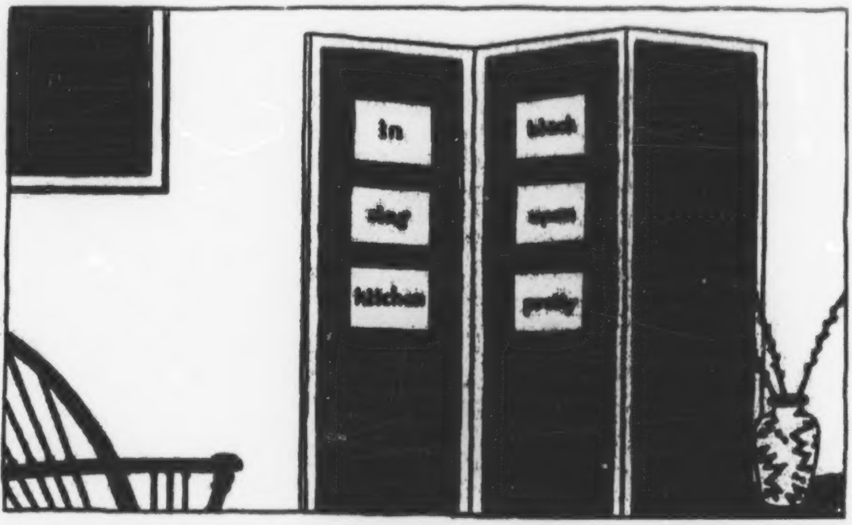
2. Next, instruct students to write ten or so sentences, one using each of the words on the list, in random order, but with blanks in place of those words. Inform them that each will create a test for another student, who will then have to fill in the blanks. Give the students five to ten minutes to make as many sentences as they can. For added authenticity and difficulty, have students include all the words in a unified story or text. For decreased pressure, have students complete this stage for homework.

Possible test scores: Percentage of correct cloze-sentences created. This can be taken as a measure of how easily the students can use the new vocabulary. Students often start with the words they are most familiar with and end with the more difficult ones. The speed with which they can create sentences may also indicate relative mastery.

3. Have students exchange papers in pairs or threes and give them a further five minutes to fill in the blanks. When they finish, have the cloze creator check whether the answers were what they expected. Have students discuss which items are correct, and where they had problems. The teacher should circulate, helping when students have difficulty and clearing up conflicts of opinion.

Possible test scores: Percentage of blanks filled in correctly.

This final part of the procedure might appear on the surface to be messy, but it actually provides a lot of opportunities for discovering false assumptions about words, discovering and clarifying usage problems, and introducing alternatives. Students tend to use this stage to work out what their mistakes were, why they made them, and how to deepen their working knowledge of the target vocabulary. The completed quizzes can act as a diagnostic aid as well as a teaching opportunity.



Here are some examples of how such confusion can be used to advantage. The italicized words were the target vocabulary in an adult pre-intermediate class concerning money. The sentences appear as originally written by students:

Collocation differences:

*I *borrow* money to him

This example presents the opportunity to teach that "borrow" usually collocates with "from," while "lend" collocates with "to" and that the "from" and "to" indicate the direction in which money flows when these words are used. Sometimes a "word" is longer than one word (Lewis 1993).

Word form problems:

*Going to station by bicycle is *economy.*

This shows that the student has problems with word forms. It also presents the opportunity to deal with the difference in meaning between "economic" and "economical."

Word order differences:

*In the future, your collection of stamps will be more *worth* than now.

Omissions:

*I will *lend* ¥10,000,000 to buy new car.

This presented the opportunity to highlight the need for a second person in this sentence.

Common usage problems:

*Gold and Silver is not same *worth*? *value*?

An added advantage of this procedure is that teacher preparation and scoring time is greatly reduced. The teacher is then freed to take more time over analysis of scores and dealing with particular students' vocabulary problems. Analysis of errors made may also indicate areas for future classroom focus.

Quick Guide

Key Words: Vocabulary, Testing, Evaluation
Learner English Level: False Beginner and higher
Learner Maturity Level: Jr. High and older
Preparation Time: minimal (enough to select 10 words)
Activity Time: one class period or two, with homework assigned

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STARFIRE, cont'd from p. 10

lem create additional problems: *Sairishu* classes fail to build on previous classes; having students repeat a class neglects or even discourages their motivation. In many cases, such make-up classes, instead of empowering students or putting them in charge of their learning, may actually make them feel more like failures than before.

By using the make-up class or last class as a remedial class, however, teachers can help students they already know with material directly related to the courses that the students failed. In addition, students are at least externally motivated by the immediate possibility of passing the course. While one or two classes are hardly enough to reverse students' self-images, they seem to offer more than programs which may actually reinforce failure. With the new Monbusho policies and the introduction of the grade point average system, administrators and teachers will have to address the issue of non-performing students more urgently in the future.

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JALT 99

http://www.jalt.org/conferences/

See you in Maebashi!

Book Reviews

edited by katharine isbell & oda masaki

The Fascination of Europe. Joan McConnell. Tokyo: Seibido, 1998. pp. ii + 110. ¥1,600. ISBN: 4-7919-1264-0 C1082. Cassette ¥5,000.
Beneath the Surface. Paul Stapleton. Tokyo: Seibido, 1998. pp. vi + 82. ¥1,500. ISBN: 4-7919-1266-7 C1082. Cassette ¥5,000.

These readers appear to be directed towards the same audience, university or high school students, but they are very different types of texts. One combines simplistic ideas expressed in difficult travelogue language while the other manages to cover its subject in some depth, keeping the language simple and direct.

The Fascination of Europe is a kind of travel guide full of the snippets of information about history, art, or food found in travel advertisements. At around 2,500 words, each of the eight chapters is a little long, but each chapter is subdivided into five parts that can be read as individual texts. Line numbers and a glossary are also provided for ease of use in the classroom, and there are plenty of photographs and maps to illustrate the text. The book makes no pretence at any kind of analytical depth, and so is sometimes jarring to a native speaker in its superficial assumptions and omissions. It portrays a tourist Europe of funny food, strange customs, and old monuments. Despite the Japanese publisher, the book appears to have been written for North Americans with frequent references to how such visitors will feel in the "old world," but none to Japanese perceptions or cultural links. Nor is there coverage of the things that concern Europeans, for example, political dissent, immigration, or unrest caused by the reunification of Germany. Curiously for a book published in 1998, the Bosnian conflict doesn't get a mention even though the Balkans merits a section to itself. And while there is a potted history of Russia, the enormous social upheavals of the 1990s are ignored. All this aside, as an example of the genre, it's more accessible than most.

Although *Beneath the Surface*, too, is written from an American perspective, the writer addresses himself directly to a Japanese reader in fulfillment of his aim "to reach a better understanding of both Japanese and North American culture" (p iii). The book compares various aspects of American and Japanese daily life in an attempt to show the underlying cultural and ideological basis for the differences. Areas looked at include some predictable ones, such as communication styles, marriage and family, food (hamburgers and sushi), universities and student life, and some more intriguing ones such as space and silence and television commercials. The chapter on the economy is presented in a lively way by focussing on such daily items as credit cards versus prepaid cards, televisions, and airline tickets. The connections between high and low crime rates, individual versus group rights, police powers, and the different justice systems are discussed in the chapter on the law. The writer acknowledges the danger of overgeneralising in projects of this kind and goes out of his way to look at both sides of each issue and finds similarities as well as differences between the two cultures. He skillfully manages to keep the language accessible while not avoiding the complexity of the issues. At around 800 words, each of the 16 chapters can easily be read either in class or as preparation.

Clearly, *Beneath the Surface* is my choice for a reader in its treatment of the reader as an adult, its demonstration that difficult ideas can be put in plain English, and its recognition that cultural understanding and language learning are inseparable.

Reviewed by Michael Carroll
Kyoto University of Education

TOEIC Vocabulary. Takashi Shimaoka and Mark Melichar. Tokyo: Aratake Shuppan, 1996. pp. vii + 211. ¥1,500. ISBN: 4-87043-133-5.

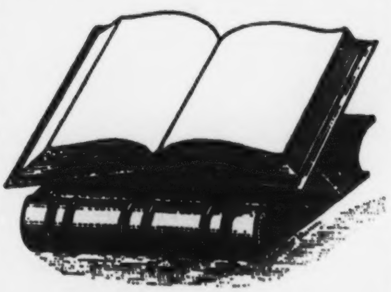
One of twelve in a series of self-study guides on TOEIC and TOEFL test preparation by the publisher, *TOEIC Vocabulary* tests and explains nearly 500 words and phrases that may be found on the TOEIC.

The book is divided in three sections: nouns, verbs, and adjectives/adverbs. The words or phrases in each section are arranged alphabetically. The text presents each word as it might be used on the TOEIC test itself with one problem per word or phrase. The target word or phrase is used in a model sentence, followed by four multiple-choice answers using definitions or synonyms. At the bottom of each page is a space for the student to mark answers. On the facing page are Japanese translations of the sample sentences. This is accompanied by an explanation of the target word or phrase, derivatives of the word in many cases, an explanation of the correct response, an explanation of differences in similar-sounding or similar-meaning words, and an answer key. At the end of the book is an index of all the words and phrases with the parts of speech and a Japanese translation listed.

The words and phrases chosen for this text are those which have appeared on the TOEIC test several times. An examination of the vocabulary chosen for this book reveals a heavy emphasis on business-related jargon, which is appropriate for the TOEIC, for example, *billing cycle, class action suit, deductible, cellular communication* and *cost-effective* have been included. Occasionally a rather easy (*almost*) or rare (*amenable*) word has been chosen. One interesting inclusion is the expression "Are you okay?" which is often mistakenly used by Japanese to mean "Is that okay with you?"

More of these specifically Japanese student-related errors would be welcome, but perhaps more appropriately in a text for the listening section of the TOEIC.

TOEIC Vocabulary is intended to be a self-study text. The English text with Japanese translation and explanation format is common to many such books written for the general public. However, the question is whether this sort of format is effective in helping students learn vocabulary and pass the TOEIC. Readers get only one exposure per word, and the authors use no techniques other than context and translation to help students learn them. Words are organized alphabetically and by part of speech; a more effective way might be to group them thematically. The text is not intended as practice for the listening section and does not come with a tape; however, listening to the words could be another technique that helps the students learn.



Unless students have extraordinary memorization skills, they are unlikely to remember more than a fraction of these words, even if only for the test. A sounder approach might have been to present fewer words more thoroughly. In addition, the text is aimed at students with higher proficiency levels; lower-level students are not likely to know many of the words used in the answer choices, and many of these are not explained or translated.

The vocabulary chosen for this book is certainly useful for passing the TOEIC or for working in international contexts. However, the words and phrases could be more effectively presented using a different format, resulting in enhanced learning for students.

Reviewed by Russell Fauss
Miyazaki International College

TransLand/JE. Version 2.0. Software for Japanese-English Translation. Brother (Ed.). Nagoya: Brother, 1998. CD-ROM + 77-page manual. From ¥12,800 to ¥69,800 for full version. Available in Mac and Windows formats.

TransLand/JE 専門用語辞書 (Technical Dictionaries). Brother (Ed.). Nagoya: Brother, 1998. CD-ROM + 4-page manual. ¥29,800. Available in Version 2.0. Mac and Windows Hybrid.

TransLand/JE is relatively affordable software for Japanese to English translation. This review is based on the full ¥69,800 version for Macintosh computers. As far as I am aware, Macintosh users do not have any other options today for high quality translation software at anywhere near this price. The *TransLand/JE Technical Dictionary* CD-ROM is a helpful supplement to the dictionaries that come with Version 2.0 of *TransLand/JE*. Reasonably priced at ¥29,800, there are 810,000 technical terms divided into 38 areas. You can look at the software at <www.brother.co.jp/transland/>.

The software, however, is designed for Japanese users. The manuals and menus are only in Japanese. Nonetheless, this is not a barrier to non-Japanese speakers as *TransLand/JE* is very easy to use. After opening *TransLand/JE*, use it to open the file that you want to work with. Select the text that you want translated and push a button; the software does the rest. Intermediate and advanced students of Japanese should be able to use the software without any difficulties, but beginners may want to think twice before purchasing the software.

Japanese users will find it convenient to be able to listen to the pronunciation of the final English product, but *TransLand/JE*'s design does not meet the needs of speakers of other languages. When non-Japanese users such as myself use *TransLand/JE* and look up words that we do not know, we often want to know both the meaning and reading of the word. *TransLand/JE* does not offer the readings of the words, but there are many other resources which do. (I use System Soft's software, <www.systemsoft.co.jp/>, and other dictionaries. They can be easily stored on the hard disk and some are available with academic discounts.)

TransLand/JE is excellent translation software, and both Japanese and non-Japanese users should greatly benefit from using it. It is important to remember, however, that machine translation is still a new field. It has grown out of infancy and is now entering childhood. Any user who is expecting polished translation will be disappointed with *TransLand/JE* or any other current translation software. People who are familiar with translation software will be pleased with the more or less understandable translation the software produces. Users will be grateful for the fact that they can look up words and technical terms that they do not know with the simple click of the mouse.

As a student of the Japanese language, I read slowly due to lack of vocabulary and the time required to use traditional Japanese-English paper dictionaries. *TransLand/JE* has been an invaluable aid for learning and understanding Japanese. I recommend it.

Reviewed by Rory Baskin
Shion Junior College

Did you know JALT offers research grants? For details, contact the JALT Central Office.

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of July. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Children's Materials

Macfarlane, M., & Whitney, N. (1998). *Open house: Come in* (student's, workbook, cassette). Oxford: Oxford University Press.

Macfarlane, M., & Whitney, N. (1998). *Open house: Step up* (student's, workbook). Oxford: Oxford University Press.

Course Books

Bradley, S., Dyer, W., Hayman, J., Soars, J., & L. (1996). *Intermediate headway: Australia* (student's, teacher's, cassette). Melbourne: Oxford University Press.

Bradley, S., Dyer, W., Hayman, J., Soars, J., & L. (1997). *Pre-Intermediate headway: Australia* (student's, teacher's, cassette). Melbourne: Oxford University Press.

*Grohe, W., & Root, C. (1996). *Speaking globally: English in an international context* (student's, cassette). New Jersey: Prentice Hall Regents.

Dictionaries

**Cambridge international dictionary of idioms*. (1998). Cambridge: Cambridge University Press.

**Cambridge international dictionary of phrasal verbs*. (1997). Cambridge: Cambridge University Press.

Reading

!Heron, E. (1998). *Intensive care: The story of a nurse* (abridged version). Tokyo: Japanese Nursing Association Publishing Company Ltd.

For Teachers

*Brookes, A., & Grundy, P. (1998). *Beginning to write: Writing activities for elementary and intermediate learners*. Cambridge: Cambridge University Press.

*Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.

*Malmkjaer, K., & Williams, J. (Eds.). (1998). *Context in language learning & language understanding*. Cambridge: Cambridge University Press.

*Marsland, B. (1998). *Lessons from nothing: Activities for language teaching with limited time and resources*. Cambridge: Cambridge University Press.

JALT News

edited by thom simmons

JALT Publications Budget Cuts and Strategies

At their May 15, 1999, meeting, the Executive Board received a budget update from Publications Board Chair Bill Acton outlining a point-by-point management strategy on how to keep publication finances on budget this year. The strategy for *TLT* entails (a) a layout redesign and placing of information to lower the overall number of pages across the year, (b) a less expensive type of cover stock, (c) shorter, pithier pieces from authors, and (d) continuing the search for offshore printing options. The financial strategy decided upon for the *JALT Journal* includes (a) not publishing the fall volume, but the next May 2000 volume will be 50% larger; and (b) redoubling efforts to find the best possible offshore printing for the May 2000 volume. The *JAM* received by members in April will be the only one published in fiscal 1999-2000, unless a publisher can be found to finance a future *JAM* production.

I would like to stress that the above options will be exercised as budgetary circumstances dictate. Additionally I would like to stress that these options were created due to a shortfall in revenue over the past year. The JALT Publications Board stayed well within its operating budget for fiscal 1998, based upon reasonable income projections. Unfortunately the projected income did not materialize. Advertising was down. Membership declined. Conference attendance declined. Postal costs increased. Production costs increased. JALT Publications were hit with a triple whammy, and the PB has in every way acted responsibly to adjust to the economic cicumstances affecting JALT. Finally the following should be noted: Two million yen will be raised by the measures taken by the Publications Board to stay on budget: including a savings of ¥1.2 million by postponing the autumn issue of *JALT Journal*, ¥600,000 from various *TLT* changes, and ¥250,000 in anonymous donations from a few members of the publications staff.

JALT regrets the postponement of publication of the forthcoming JAM issue, as well as the cancellation of the November issue of *JALT Journal*. Financial realities have made them a necessity. We are hopeful that the situation will turn around, but we will not know for the immediate future.

Gene van Troyer
JALT President

Financial Planning Team: Call for Support

The Financial Planning Team (FPT) has been working hard to secure new JALT Sponsors, but trying to get in the front door to these companies is *not* easy. Your support and—especially—introductions could help us put JALT back on solid financial ground. If you have any contacts with any likely companies—either as potential investors or as advertisers interested in JALT's extensive market—the FPT would love to hear from you. (Please contact me or any of the people listed below using your JALT Directory Supplement.) David McMurray has been putting together financial packages to offer companies when we have communications established. From his encouragement and advice we have learned a lot about JALT, how to present JALT most effectively, and how to secure possible JALT Sponsors.

What we really need now are personal contacts so we can set up the initial communications.

These past few months we have been working on many projects with limited success, and we are still working on the following: Ross Alexander, Japan Times, Mainichi, JICA, OCI, WDI, Northwest, United Airlines, Lloyd's Bank, Global On Line, and Apple Computers. If you have any contacts in companies that you could share with us, it would mean so much to all of JALT. Jerry Halvorsen, David McMurray, Seike Masaki, Takubo Motonobu and the rest of the JCO staff are doing an incredible job of getting into the companies, negotiating with their top executives and "selling" JALT, with all its potential to them. But it is not easy and we can't, unfortunately, always chalk up a success. The team and all of us in JALT appreciate the tremendous additional help from Mark Zeid, David Neill Julia Anson-Cartwright, Larry Cisar, and Jill Robbins. But the most sincere appreciation, what would mean the most to them, would be an offer from you to help too.

On behalf of the FPT,
Michelle Nagashima
t/f: 048-874-2996
<shel@gol.com>

New Finance Team in Central Office

Please join me in a fond farewell to our bookkeeper, Ms. Yukie Kano, from the JALT Central Office. She has been with us through thick and thin for three years and prior to that was a dedicated, ever-friendly volunteer. Yukie has a new home in the United States and says, "Hello, I'm alive and well," to all her friends. <Aimlight@aol.com> is her new address.

Mrs. Setsu Sakamoto is our new bookkeeper. She received training from Yukie, and during her first few busy months on the job has contacted every chapter and SIG treasurer to ensure their year-end bookkeeping was accurate. She joins our JALT Financial Manager Mr. Motonobu Takubo in Central Office.

Please note, also, that the new finance team phone number is 03-3837-1633.

David McMurray
JALT Treasurer

Gifu Chapter in the Works

On May 30 at Asahi University, 20 Gifu members of JALT held their fourth meeting. They heard Brad Deacon's "Timed Conversations" presentation and selected officers as follows: President, Steven Bohme; Vice President, Baden Firth; Program Chair, Paul Doyon; Membership Chair, Georgina Read; Treasurer, Theresa Kannenberg. Fourteen JALT memberships were collected. To date, 40 JALT members have signed on for a future Gifu chapter.

Bulletin Board

edited by david dycus & kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a paragraph format and not in abbreviated or outline form.

Call for Participation: 12th World Congress of Applied Linguistics (*AILA '99 Tokyo*)—The AILA '99 Tokyo world congress will be held from August 1-6, 1999 at Waseda University, Tokyo. The theme of the congress is "The Roles of Language in the 21st Century: Unity and Diversity." Approximately 1,000 papers will be delivered, 110 symposiums held, and 120 poster presentations given at AILA'99, representing every field of applied linguistics. In addition, two plenary session speakers will be featured—Professor Yasushi Akashi and Professor Henry Widdowson. There will also be four special symposiums that should prove of interest to JALT members: "Applied Linguistics: Today and Tomorrow," "Kanji Culture: Uniqueness and Universality," "Language Education," and "Assistive Technology." JALT members are cordially invited to attend this event. For further information, please refer to our homepage at <langue.hyper.chubu.ac.jp/jacet/AILA99>.

Call for Presenters: *JALT Tokyo Metro Mini-Conference*—The Tokyo area chapters are jointly sponsoring a one-day conference on Sunday, December 5, 1999, at Komazawa University from 9:30-17:00. Its theme is "Classroom Practice: Forging New Directions." The Junior and Senior High SIG and the Teaching Children SIG will host the Featured Series Presentations on Reading, with both teacher and publisher sessions about teaching reading. Proposals for presentation of papers, workshops, and demonstrations are being accepted until July 15 by email, on-line or by diskette. Visit the website at <home.att.ne.jp/gold/db/tmmc> or contact the program chair (contact information below) for details.

Show & Tell (15 minutes) and Short papers (20 minutes) submissions are also due by Sept. 25. Include a 50-75 word summary of your favorite classroom activity, learning strategy, or game or present a mini-paper on your teaching and research. See June *TLT* or the website for submission details. Contact: David Brooks, t/f: 042-335-8049 <dbrooks@planetall.com>. Acceptances will be sent in September.

Call for Presenters: ***JALT99 Material Writers SIG Roundtable***—The Material Writers SIG is looking for published authors to take part in their JALT99. Roundtable on the theme of "Publishing in Japan." The roundtable will feature representatives from Japan-based publishing companies advising prospective authors on how to get published, as well as published authors who will share their own publishing experiences. We are looking for authors who would like to participate in a roundtable and who can give advice to up-and-coming authors. To take part in the roundtable or for more information, please contact Christine Chinen: Material Writers SIG Program Co-Chair; t/f: 092-812-2668; email <chris@kyushu.com>.

Call for Participation: ***NLP Training Courses***—NLP (Neurolinguistic Programming Association and MetaMaps) are proud to announce courses to be given in Nagoya and Tokyo by Richard Bolstad and Margot Hamblett, Master NLP and Hypnotherapy Trainers from New Zealand. In Nagoya, at Nanzan University, they will offer a two-day Introductory Course with bilingual interpretation from July 31 to Aug. 1, followed by a four-day Educational Hypnosis Course from Aug. 2-5. Participation in the Educational Hypnosis Course is restricted to those who have completed the Introductory Course or who have a NLP Practitioner Certificate. In Tokyo, at Tokyo Jogakkan Junior College, they will again offer a two-day Introductory Course from Aug. 7-8, followed by the four-day Educational Hypnosis Course from August 9-12. The same restrictions noted above apply to the Educational Hypnosis Course. For those wanting the NLP Practitioner certification, further training is available August 14-19 and 21-26. For more information in Japanese contact: Momoko Adachi; t/f: 052-833-7968. For information in English contact: Linda Donan; t/f: 052-872-5836; <donan@hum.nagoya-cu.ac.jp>; or Sean Conley; t: 0427-88-5004; <Sean.Conley@sit.edu>.

Call for Participation: ***LTRC 99***—The Japan Language Testing Association (JLTA) will host the 21st Language Testing Research Colloquium (LTRC) at the Tsukuba International Convention Center from Wednesday, July 28 through Saturday, July 31, 1999. The theme of this year's conference is "The Social Responsibility of Language Testing in the 21st Century." A panel discussion, symposia, research papers, and poster sessions will be given by over 40 scholars from around the world. Among the featured speakers are: Alan Davies (University of Edinburgh), Elana Shohamy (Tel Aviv University), Bernard Spolsky (Bar-Ilan University), Tim McNamara (University of Melbourne), Ikuo Amano (Center for National University Finance), Nancy Cole (President, ETS), Hiroshi Ikeda (Educational Testing Research Center, Japan Institute of Lifelong Learning), Lyle Bachman (UCLA) and Charles Alderson (Lancaster University). Contact the secretariat by email at <youichi@avis.ne.jp> or see the JLTA WWW site at <www.avis.ne.jp/~youichi/JLTA.html> for more details.

***The Language Teacher* Staff Recruitment**—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional meetings, online and face-to-face. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear.

The supervised apprentice program of*The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant.

Please submit a curriculum vitae and cover letter to William Acton; JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; <i44993g@nucc.cc.nagoya-u.ac.jp>.

In a Bind?

Then order binders for your *LT*s.

JALT Central Office announces a slight price increase (+5%) in JALT binders.

Please note the new prices when placing your orders:

Single binders ¥990 each
2-4 binders ¥920 each
5 or more binders ¥890 each

JALT News Special

A Brief History of JALT

Mark Zeid, *National Public Relations Chair*

This year, the Japan Association for Language Teaching holds its Silver Anniversary conference in Maebashi, Gunma. As we gear up for the celebration, let's take a look back. It all began when teachers got together to exchange ideas at LIOJ, the Language Institute of Japan, in Odawara, not knowing they were about to create one of the largest, most effective language education associations in Japan.

JALT does not have a birth certificate, and its exact beginnings are unclear. The first JALT language conference was held at LIOJ in July, 1975, but some date JALT's founding from a previous conference at LIOJ, when the idea germinated and planning began. Over the years, the 1974 date has become accepted, and therefore JALT99 marks JALT's 25th anniversary.

Records do clearly show that Tom Pendergast was the first president, when a group of about 50 teachers in Kansai formed the Kansai Association of Language teachers (KALT) in 1976. As more members joined, what started as a collective of teachers developed into an organization with a solid structure and purpose.

Then David Bycina and Doug Tomlinson founded the Kanto Association of Language Teachers in Tokyo, and around the same time, Charles Adamson started the Tokai Association of Language Teachers in Nagoya. In 1977, representatives of the three groups got together to form The Japan Association of Language Teachers, a national, not-for-profit organization, with an annual conference and a constitution with bylaws. With approximately 300 members nationwide, JALT then became the first Asian affiliate of TESOL.

The next chapter was the Chugoku or Hiroshima Chapter, started by Marie Tsuruda in 1978. In the same year, Timothy Lewis started the Kyushu Chapter, and Bonnie Hamn started the Shikoku Chapter. The organization had grown to almost 1,000 members. As new chapters formed, JALT became a national organization instead of an affiliation of local ones, and *The JALT Newsletter* became a monthly publication.

Around this time, a prominent Japanese educator proposed that JALT restrict membership to foreigners and that the Japanese members set up their own organization. Communication would be easier, he suggested, with two organizations working side by side, one in English and the other in Japanese. The executive committee, however, decided to keep JALT open to all, regardless of nationality, language, or place of teaching, work, or study.

In 1983, *The JALT Newsletter* appointed a Japanese editor, leading to an increase in articles in Japanese. In 1984, it became *The Language Teacher*. Of all major language teaching organizations such as TESOL or IATEFL, JALT alone produces a monthly publication, as well as annual and semi-annual ones.

During the 80s, JALT took its present form: Japanese involvement in JALT grew, and a Japanese national chaired the JALT85 international conference. The Bilingualism and Multilingual National Special Interest Group formed, soon joined by Video and Global Issues. JALT expanded to more than 30 chapters from Okinawa to Hokkaido, became a branch of IATEFL, and developed relationships with other language organizations. The JALT Central Office took over many routine operations and developed the procedures used today. JALT89, at Notre Dame Seishin University in Okayama, was the first conference held outside the Kanto, Kansai, or Tokai region.

Though the mature JALT remains essentially the same, it went through changes during the 90s. The current office manager, Junko Fujio, was hired in 1992 and a full-time financial manager, Motonobu Takubo, was hired in 1998. At one point, the organization's reserves totaled more than 44 million yen. Then the bubble economy burst. Meanwhile, the costs of services and materials for publications had increased. The annual conference had become too large for academic sites and had to use costly commercial ones. Many foreign teachers lost jobs and left Japan. Ad revenues shrank as textbook companies merged. Then economies throughout Asia collapsed, and with them their textbook markets and publishers' advertising budgets. JALT's accounting procedures were inadequate to deal with these problems, and with reserve funds depleted, we faced a financial crisis. Larry Cisar took over as National Treasurer and with the financial steering committee brought expenses under control. JALT prepares to enter a new millennium with a balanced budget, operating in the black.

Meanwhile, JALT expanded to 39 chapters and over 3,400 members, including almost 70 Associate and Commercial Members. Its SIGs cover 16 fields.

JALT94, in Matsuyama on Shikoku, was the first conference held off the main island of Honshu. In 1997, JALT led development of the first Pan Asian Conference in Bangkok, to be followed by the second at Seoul this October, the third in Kitakyushu in 2001, and the fourth tentatively Taipei in 2003. JALT's Asian Scholar Exchange Program brings teachers from Asian countries to meet teachers and speak throughout Japan and at the annual international conference.

What does the future hold? JALT will become one of the first nonprofit organizations recognized by the Japanese Government under the 1998 NPO Law. As finances come under control, JALT seeks more and better ways to serve and increase its membership and to improve ties with other Asian countries through the Pan Asian Conferences and exchange programs.

An earlier version of this account appeared on the ELT News *website: www.eltnews.com*

Special Interest Group News・研究部会ニュース

edited by tom merner

CALL SIG <jaltcall.org>

This is your last chance to contribute to JALT CALL SIG's newest publication, slated to come out in the fall of 1999. We are looking for short practical articles. Submissions can be made by email, floppy or through the web until July 31. See how to format your idea at <jaltcall.org/pub99/> or email the editor Kevin Ryan at <pub99@jaltcall.org>.

今秋発行予定の当部会誌への寄稿の最後のチャンスです。短い実用的な記事を求めております。7月31日までに電子メールまたはフロッピーにてお寄せください。詳細は、当部会サイトまたはKevin Ryan (URLおよび連絡先は英文参照）まで。

Professionalism, Administration, and Leadership in Education SIG <www.voicenet.co.jp/~davald/PALEJournals.html>

Journal of Professional Issues for April 1999 has been published. Featured is the Prefectural University of Kumamoto Case Part Two, with fifty pages of essays documenting, for public reference, how a union formed and run by non-Japanese can carry on a successful campaign against a government-sponsored university. The full April edition has been hypertexted at <www.voicenet.co.jp/~davald/PALE499.html>.

当部会会報「Journal of Professional Issues」4月号が発行されました。特集は、熊本県立大学のケースの第2回として、外国人によって編成、運営された組合がいかに公立大学に対して交渉を継続したかに関するエッセイが掲載されています。英文掲載URLにおいても内容をご覧いただけます。

Gender Awareness in Language Education SIG

GALE's first mini-conference on various topics concerning sex, gender, and sexual orientation in language education was held in Tokyo, June 20th. If you missed it, join GALE and read the presentation summaries in our next newsletter.

ジェンダーと語学教育研究部会のミニ大会は語学教育における性、性別、性方向などのさまざまなテーマについて無事に先月20日に行なわれましたが、ご出席できなかった方はぜひ御入会して、次回の会報でその発表の要約をご覧ください。

For details of activities and publications of other SIGs, please visit the SIG homepages/sites listed below.

その他研究部会の活動や出版物の詳細につきましては、下記各部会ホームページ／サイトをご覧ください。

Bilingual SIG
www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/
College and University Educators SIG
www.wild-e.org/cue/
Junior and Senior High School SIG
www.esl.sakuragaoka.ac.jp/tsh/
Learner Development SIG
odyssey.miyazaki-mu.ac.jp/html/hnicoll/learnerdev/homeE.html
Teacher Education SIG
members.xoom.com/jalt_teach/
Testing and Evaluation SIG
www.geocities.com/~newfields/test/index.html
Video SIG members.tripod.com/~jalt_video/
Foreign Language Literacy SIG
www.aasa.ac.jp/~dcdycus/

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Computer-Assisted Language Learning-*Coordinator*: Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-5-2711(w); holmes@nucba.ac.jp

College and University Educators-*Coordinator*: Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp

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Japanese as a Second Language-*Coordinator*: Haruhara Kenichiro; t: 03-3694-9348(h); f:03-3694-3397(h); BXA02040@niftyserve.or.jp; *Coordinator*: Nishitani Mari; t: 042-580-8525(w); f: 042-580-9001(w); mari@econ.hit-u.ac.jp

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Teacher Education-*Coordinator*: Neil Cowie; t/f: 048-853-4566(h); cowie@crisscross.com

Testing and Evaluation-*Chair*: Leo Yoffe; t/f: 027-233-8696(h); lyoffe@thunder.edu.gunma-u.ac.jp

Video-*Coordinator*: Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy-*Joint Coordinator* (Communications): Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com

Other Language Educators-*Coordinator*: Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp

Gender Awareness in Language Education-*Coordinator*: Cheiron McMahill; t: 0274-82-2723(h); f: 0270-65-9538(w); chei@tohgoku.or.jp

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Chapter Reports

edited by diane pelyk & shiotsu toshihiko

I wish to thank the current chapter reporters for their hard work and excellent submissions and invite new chapters to contact me for information about publishing their own reports. *Diane Pelyk, Chapter Reports Editor*

Hiroshima: *April 1999—**Coping "Wholistically" with Classroom Stress***, by Arlene Alexandrovich. The presenter focused on daily controllable stress. First, the audience brainstormed to create a list of stressful situations. Some situations in Japan, such as administrative, budgets, emotional coercion, and demographic circumstances are uncontrollable. Next, the presenter discussed stress and its effects on the human body.

The audience was placed in four groups and told to brainstorm a list of stress producers. During a break, the audience browsed through a display of reading materials on stress. The goal was to find a book which best related to his or her own stressful situation and skim through it to find strategies on how to cope. After the break, the groups discussed their own stress producers. Then each group presented their ideas to the rest of the audience. Many helpful methods to cope with stress, such as exercise, good nutrition, support groups, and meditation were discussed. *(Reported by Fujishima Naomi)*

Hokkaido: *March 1999—**Listening Strategies for Fostering Learner Autonomy***, by Lois Scott-Conley and Sean Conley. Listening strategies play an important part in successful language acquisition. The presenters included practical information and activities involving the explicit teaching of listening strategies in class, to foster independent learning. Teaching strategies involved a three-step process.

First, listening strategies were introduced to the class through elicitation, teacher amendment, and addition where necessary. Students were given instruction in some listening techniques for pre-listening, during, and post-listening.

The second step involved a more limited focus, in which a variety of guided practical activities are used, allowing the students opportunities to practice listening while using the various strategies. Students used the same listening strategies in whole-class activities, then individual students reflected on the relative merits of the strategies they used. They then planned strategies which may be useful for the next activity. Through this reflection, students learn from each other and focus on their own learning process. This activity helps reinforce the use of the strategies and fosters learner autonomy.

In the third step, freer practice is utilized. The students work more independently and again reflect and share information about their strategies. In this phase, students choose which strategies they will use in activities which are either chosen by the teacher or created by fellow students. The presenters described one of the student-created activities. Students were asked to choose an English song and a copy of the lyrics in English. Then they created a lesson for their classmates using the strategies and activities learned for each stage of the three-step process. The students then provided feedback to one another about their lessons and reflected on the process. *(Reported by Jennifer Morris)*

Ibaraki: *February 1999—**Using English in the CALL Lab***, by Nina Padden. The presenter demonstrated ways in which computer training tasks can be integrated into CALL (Computer Assisted Language Learning) lessons. The audience worked through a model Internet web-based lesson in which technical instructions were presented in a Quick Time movie using text, sound, color, and image. These instructions were all designed to provide simple directions while simultaneously enhancing target language input. After following these technical instructions to complete a central activity of the lesson, the computer-related language encountered was recycled through short web-based quizzes. The presenter believes such a lesson structure helps give students control over the pace of the lesson and provides the opportunity to repeat parts of it on demand. The teacher is then free to attend to individual students rather than attempting to deal with the entire group in a lockstep fashion. *(Reported by Neil Dunn)*

Kanazawa: *April 1999—**Art in the Classroom***, by Fiona Dickson. The presenter uses art in her senior high school EFL classrooms to develop students' creativity and imagination. She presented a variety of lesson activities using art, including cartoon drawing, inkblots, and poetry, and showed the audience beautifully bound brochures produced by her students.

The presenter introduced one activity using drama. The teacher tells the students that they are the people in a picture that it has become frozen in time and a way to unfreeze them has just been discovered. The students must determine what has previously happened to them and what will occur after they are unfrozen. They must write a skit which starts at the moment illustrated in the picture.

Another activity involved fun with fine art. The teacher shows a small part of a painting and students must guess what is happening in the rest of the picture. After the complete picture is shown, the students can create a story based on it. *(Reported by Kamanaka Sechiko)*

Kitakyushu: *March 1999—**First Day Activities***, by Margaret Orleans, Malcolm Swanson, and Chris Carman. Orleans began with a game called "Who am I," which she uses with her high school English classes from day one. The names of famous people are stuck on students' backs and they must find out their identities by asking questions of fellow students. The game proceeds more smoothly if the teacher first demonstrates the activity, using one student with a famous name on his or her back and the other students as information providers. Writing questions on the board and brainstorming question topics also help the students play the game.

Swanson sets an autonomous and collaborative tone to his class from day one. First he has students look inwards to their own expectations of themselves and the teacher. He splits students into two groups, one representing "A letter grade" students and the other group representing "C letter grade" students. The "A" group must decide the attributes of a student receiving an A-grade. The other group decides the minimum attributes for a C-grade. The students then focus on expectations of their teacher. Finally, the students set individual goals, focusing on their own weaknesses, which hopefully helps foster learner autonomy.

Carman demonstrated a more individual approach with students. The students stand, and each must ask the teacher a question. The answer is followed by a question back to the student. This approach allows the teacher to make an initial assessment of each student's abilities. It also helps the students to become acquainted with their teacher. Another approach involves asking students to write three questions for their teacher on a piece of paper. This method helps prevent a repetition of questions and allows an interaction with several students simultaneously. *(Reported by Andrew Zitzmann)*

Matsuyama: ***February 1999—Learning Japanese, Teaching English***, by Jae Dibello. The presenter compared the way she was taught Japanese at an American university with how she found English taught here in Japan.

While studying Japanese, both Dibello and her instructors spoke only the target language in class. This contrasts with English teaching in Japan where the target language is often hardly spoken at all, and if so, is likely accompanied by a translation.

When Dibello studied Japanese, writing was delayed until the students had mastered the basics of the language. Again, this was contrasted with the situation in Japan, where writing the alphabet is introduced from the first day of English training.

The number of vocabulary items that Dibello and fellow students were required to remember was quite limited. Instead of quantity, the teachers emphasized memorizing quality words which were considered useful. As everyone knows, many Japanese students are required to memorize long lists of words.

Of course not every American university uses this style of instruction, called the Jordan method. Finally, as a glowing endorsement of this mode of instruction, the presenter was able to pass the 1st (highest) level of the Japanese Proficiency Test. *(Reported by Thomas MacCarthy)*

Miyazaki: ***April 1999—Language Teacher Training***, by Takaki Nobuyuki. Takaki outlined the reasons why many in-service teachers in Japan are unable to continue their language teacher training. He described them as having "not ten years of experience" but rather "one year of experience repeated for ten years." Teachers react to new ideas in stages. In the sunny stage, after a seminar, teachers are filled with many bright ideas. In the cloudy stage, they begin to lose focus as they return to their jobs. In the rainy stage, they forget the new ideas altogether as they return to former daily practices. Takaki showed some ways to combat this atrophy by providing a forum for action research, sampling, and experimenting with new ideas. This allows teachers to apply theory to practice when they return to the classroom. *(Reported by Mike Guest)*

Nagasaki: ***March 1999—Computer Usage in the EFL Classroom***, by Chad Dupont. The presenter focused on examples of software usage in EFL classes, followed by a real-time display of time-saving tips. He concluded with some discussion and questions concerning advantages, disadvantages, problems, and solutions common to all computer users.

Dupont explained how he uses MS Word, Excel, and PowerPoint. His list of fascinating word processing software included lists of translated proverbs, games, and songs. He outlined how grading and testing up to 400 students is made relatively easy using spreadsheet software. He also showed how bilingual translations, or translations with *furigana* can be used in reports or presentations. Posters, banners, and school newsletters with scanned photos were displayed. Other software discussed ranged from crossword puzzles and commercially available encyclopedia ware to the realm of email.

The presenter then demonstrated various time-saving tips, using his own computer and a room-sized screen. This included keyboard shortcuts, calculations, text manipulations and macros. Finally, we discussed some problems, dilemmas, and questions. *(Reported by Timothy Allan)*

Okayama: ***February 1999—Student Interpretations of Pairwork***, by Peter Burden. Why should teachers do pairwork? Does it increase student talking time, encourage students to negotiate meaning, or simply allow teachers time for a rest? The presenter observed that while the first two reasons probably fit most teachers' intentions, the third reason might more closely match some students' perceptions.

Burden showed that students are often unclear about why teachers make them do pair activities such as information gaps. A task will succeed or fail depending on the student perceptions of the purpose of the task. For example, a class composed largely of home-stay returnees responded positively to an information gap activity, recognizing it as a good chance to practice their communication skills. The same task drew a very different response in another class. Students tried to obtain the answers as quickly as possible, doing the bare minimum of communication. One student became angry when told there were no correct answers to the problems.

Burden discussed solutions to this perception gap. Teachers need to explain the purposes of lessons that they use. In addition, they need to remember that students are our customers. We should not merely expect students to adapt to our teaching methods. We also need to adapt, negotiating our practices so that student needs and expectations are fulfilled. *(Reported by William Stapley)*

Omiya: *February 1999—Empower Your Students*, by Graham Bathgate and Allan Murphy. The goal of the presenters is to encourage their students to use English outside the classroom by empowering them within it. Working with the assumption that "teachers should let go and the learner should take hold," both presenters encourage their students to make choices about what they are going to learn. However this does not imply the teacher should withdraw from the process. In fact the teachers should provide better input to choose from by discovering what the students have already learned. Teachers can provide materials according to actual needs, rather than teaching according to the textbook.

In the second part of the presentation, we were encouraged to begin the process of student empowerment by opening the black boxes of our students' present knowledge. We were then given a list of possible topics for use in the classroom and asked to list them in order of popularity with students. Clearly some topics soon grow out of date and it is necessary for teachers to constantly revise to meet students' needs. Murphy described how he involves his students in their own learning. Bathgate showed a video of some of his advanced students exchanging information about articles they had chosen independently. The presenters hope that other teachers will experience the three highs: high teacher expectations, high input, and high output. These highs are prerequisites for empowering students. *(Reported by Evelyn Naoumi)*

Shinshu: *March 1999—The Shortest Poem in the World*, by David McMurray. The presenter warned everyone that *haiku* is highly addictive. It is also a vehicle for international communication in which students do not have to worry much about grammar. Instead it provides an excellent chance to utilize vocabulary, practice pronunciation and the four skills, and learn about different cultures.

The presenter demonstrated some interesting activities. The first activity involved drawing a large "X" to create four areas for the four seasons. Vocabulary from broad topics such as sports and food are entered according to season. One may also use textbook items. The presenter stresses that organizing words according to topic enhances memorization. Another activity involved making topic sentences for four paragraphs provided, each about one of the seasons. A third activity involved changing sentences beginning with "there is" to *haiku*. For example, the sentence "There are cherry blossoms falling onto the students with bright new faces" is changed to become:

Cherry blossoms falling
With bright new faces
Onto the students

A change in phrase order results in a change in emphasis.

McMurray ended by having the audience compose their own *haiku* in small groups. The best poem from each group was chosen and read aloud. One could see the power of *haiku* to bring people of various cultures and ages together. Students will be very encouraged to see how much meaning can be expressed with so few words. *(Reported by Mary Aruga)*

Tokyo: *May 1999—Study Plans in Independent Learning Environments*, by Padriac Frehan. This presentation concerned a case study undertaken on a group of lower/advanced student learners at the British Council, regarding students' ability to independently organize their own learning schedules. The investigation focused on how far a specified group of learners are able to identify their own learning needs and carry out their own plans to fulfill those needs. Most importantly, the students themselves evaluated the effectiveness of their original and subsequent learning plans. Many students found they were able to organize quite involved learning plans which they changed according to circumstances.

In Frehan's study, the students who wanted to participate were free to do so. There was no coercion. He offered no help in the setting of targets or sample plans. The investigation was concerned with seeing what students would accomplish by themselves. They were encouraged to meet with the teacher to discuss their ideas. The participants kept records of their organizational plans and were encouraged to keep journals to reflect on their progress.

Frehan concluded that Japanese learners are not as dependent on teachers as we might believe. They are able to organize very effective learning plans to the betterment of achieving their specific learner goals.

(Reported by Roger Jones)

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昭和3年に日英社から刊行された『斎藤和英大辞典』のディジタル復刻新版が登場！日本英語学史上に“斎藤文法”の名を残す巨人・斎藤秀三郎の手になる大著を、現代人に使いやすいよう様々なメンテナンスを施して甦らせました。
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Chapter Meetings

edited by tom merner

Akita—***Complexity Science and the CALL Classroom***, by Stephen Shucart, Akita Prefectural University. The first part of his presentation will be a general overview of Complexity Science and how it can provide a framework for modeling classroom dynamics. The second part will focus on the application of this framework for the specific design of the CALL program at his new university's state-of-the-art CALL lab. *Saturday, July 24, 2:00-4:00; MSU-A; one-day members 1,000 yen, student members 500 yen.*

英語の授業にコンピューターがいかに活用されうるか。今年4月に新設された秋田県立大学の Stephen Shucart 氏が同大学の最新CALLラボのデザインに取り組んでいます。

Hiroshima—***Composition and Classroom activities***, by Carol Rinnert and Mark Zeid, who will give participants a chance to see their AILA presentations. Please come join us. *Sunday, July 18, 3:00-5:00; Hiroshima city, Crystal Plaza 6F; one-day members 500 yen.*

スピーチを興味深く開始し、自身の考えや研究成果を聴衆に印象付けながら伝える方法を学生に指導する有効な方法を紹介します。

Kagoshima—***Teaching Students to give Interesting Speeches***, by Dennis Woolbright, Seinan Jo Gakuin Jr. College. This will be a very practical workshop with useful suggestions on how to motivate students to begin their speeches in an interesting way, present their ideas and research, and finally finish off with a conclusion that will stay with their listeners. *Sunday, July 25, 2:00-4:00; Iris Kyuden Plaza, 2nd floor of the I'm Bldg; one-day members 500 yen.*

Kanazawa—***JALT Kanazawa Annual Summer Barbecue***. *July 18, 12:30-4:30 (Rain Date July 25); Kanazawa Chuo Jidoukaikan (on the Saigawa, below Teramachi); members 2,000 yen, guests 2,500 yen.*

Kitakyushu—***Ask a Native, Part II***, by Ian Ruxton (Kyushu Institute of Technology), Dave Pite (Meiji Gakuen) and Patricia Kasamatsu. Have you ever wondered what your native speaker colleagues do in their lectures? In this panel discussion, the audience will have the chance to consult native speakers of several varieties of English who are currently teaching on the elementary, secondary, or tertiary level. *Saturday, July 10; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

様々な出身国から来日してそれぞれ小学校から大学で英語の指導にあたっているネイティブの教師のそれぞれの指導法について質問することのできるパネルディスカッションです。

Matsuyama—***Designing Activities for Teaching Small-Group Interaction***, by Roger Nunn. This presentation will focus on the design of activities used to practice interactive ability in small groups. Photocopiable samples will be presented for teachers to try out in their own classrooms and rating scales will be provided which embody the aims and objectives for both teaching and assessing small-group interactions. *Sunday, July 11, 2:30-4:30; Shinonome High School Kinenkan, 4F; one-day members 1,000 yen.*

様々な出身国から来日してそれぞれ小学校から大学で英語の指導にあたっているネイティブの教師のそれぞれの指導法について質問することのできるパネルディスカッションです。

Miyazaki—***World Peace and English Education***, by Kip Cates and Toyama Kiyohiko. This is a cross-disciplinary and bilingual presentation on the purposes and methods for including an orientation to Peace Education in secondary and post-secondary education. Toyama, who teaches political science at Miyazaki International College, will discuss the importance of teaching Japanese students about Japan's war-time history and its part as aggressor and victim, and about positive developments in post-war Japanese peace education. Cates, Tottori University, Coordinator of Global Issues in Language Education SIG, will talk about specific ways that peace issues can be dealt with in English language classes. *Saturday, July 3, 2:00-5:00; Miyazaki Girls High School, Audio-Visual Room of Otsubo Hall.*

高校・大学レベルにおける平和教育の目的および指導方略を学際的な観点から講演者両氏が講演します。

Nagoya—***Dramatically Improve Your Classes***, by James R. Welker and Louise Heal, Nagoya Players. Drama is an ideal means to stimulate and motivate your students to use English. The first part of this presentation will demonstrate ways to dramatize communicative activities such as role-plays and textbook dialogues. The second half will introduce improvisational theater activities guaranteed to liven up the classroom. *Sunday, July 11, 1:30-4:00; Nagoya International Centre, 5th floor, 1st Exhibition Room.*

ロールプレイや教科書の中の会話文をいかにドラマ化するか、また、授業を活気付けるような即興的な演劇アクティビティーを紹介します。

Nara—***Making friends in English – from Hello to See You Later***, by Jill Robbins, Kwansei Gakuin University. The presenter will describe how Japanese college students learned to negotiate conversations in English. Videotapes of conversation segments and think-alouds will be used to illustrate conversation analysis and strategies use. Significant and effective pragmatic devices used in the process of "making friends" such as self-disclosure, along with applications for classroom teaching will be discussed. *Saturday, July 10, 2:00-5:00; Tezukayama College (Gakuenmae Station).*

Niigata—***Applying NLP Techniques to the Language Classroom***, by Peter Ross, Tokyo Keizai University, and Will Flaman, Nagaoka University of Technology. This workshop will lead participants through a series of exercises designed to sharpen their skill at assessing students' internal dynamics and preferred learning modes (visual, auditory, and kinesthetic). Based in NLP (Neurolinguistic Programming), these exercises will enhance participants' sensitivity to a variety of both nonverbal and verbal cues. *Sunday, July 18, 1:00-3:30; Niigata Intern. Friendship Center 2F.*

Tokushima—***Classroom Based Language Testing***, by James Dean ("JD") Brown, University of Hawaii at Manoa. This talk will center on tests as they are used in language classrooms. The crucial differences between classroom tests and standardized tests along with the beneficial effects of classroom testing will be discussed. The effect of different channels and modes on the construction of tests will be discussed and specific guidelines will be provided for writing different types of test items. *Sunday, July 25, 1:00-4:00; Tokushima Chuokominkan; one-day members 1,000 yen.*

クラスルームテストと標準化されたテストの差異および前者の有効性を論ずるとともに、テスト制作における様々な形式の与える影響と様々なテストの制作のためのガイドラインについて講演します。

West Tokyo—***Language Play, Language Learning: why it is natural to focus on form***, by Dr. Guy Cook, University of Reading, UK. Seeking to reconsider the terms "authentic" and "natural," this presentation aims to show that a good deal of native language use is concerned with language play: focusing upon sound and grammar rather than meaning. A new emphasis on these uses of language would facilitate the attention to language form which is both craved and needed by many language teachers and students. *Wednesday, August 4, 6:30-8:30; Kitasato Daigaku, 5-9-1 Shirogane, Minato-ku, Tokyo (Room H-6), a 5-minute taxi ride from either Hiroo Station or Ebisu Station; one-day members 1,000 yen. (cosponsored by Tokyo and Yokohama Chapters)*

Yamagata—***An English Teacher's Guide to Mystery Train***, by Michael Hnatko, New Day School, Sendai. The presenter will examine a few short scenes from the movie "Mystery Train" and show how they can be taught using standard language techniques mixed with film criticism. *Sunday, July 4, 1:00-3:30; Yamagata Kajo-Kominkan; one-day members 500 yen.*

映画「Mystery Train」の中のシーンをいくつか取り上げ、一般的な教授法とともに映画批評を取り混ぜた方法による指導法を講演します。

Yokohama—***Acknowledging Three Types of English: A Genuine, Japan-appropriated and Fantasy English***, by Brian McVeigh, Toyo Gakuen University. The presenter will discuss the need to recognize that, due to the teaching of "Japan-appropriated English," genuine English is not taught. In reaction to this exam-oriented English and associations with foreigners, many expect a "fun" and fantasized "English," which hinders foreign language acquisition at the tertiary level. *Sunday, July 11, 2:00-4:30; Gino Bunka Kaikan, 6F, in Kannai; one-day members 1,000 yen.*

受験向けの英語や「楽しい英語」といった「日本固有の英語」指導のために、本物の英語が指導されておらず、これが大学レベルにおける言語習得を妨げていると氏は論じます。

Chapter Contacts

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Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, July 15th is the deadline for an October conference in Japan or a November conference overseas, especially if the conference is early in the month.

Upcoming Conferences

July 28-31, 1999—*7th International Conference on Cross-Cultural Communication: Interdisciplinary Approaches to Language and Culture,* sponsored by the International Association for Intercultural Communication Studies and the Interdisciplinary Linguistics Program at the University of Louisville. Conference webpage at <members.aol.com/iaics/iccc.htm>. Contact: Robert N. St. Clair, Conference Chair; Department of English; University of Louisville, Louisville, KY 40292, USA; t: 1-502-852-6801; f: 1-502-852-4182; <rnstcl01@Athena.louisville.edu>.

July 30, 1999—*Disfluency in Spontaneous Speech, an ICPhS satellite meeting* at University of California-Berkeley, Berkeley, California, USA. For registration and information see the meeting website at <www.ling.ed.ac.uk/~robin/ICPhS-CfP.html> or email <disfl@ling.ed.ac.uk>.

July 31-August 2, 1999—*The 9th Japanese/Korean Linguistics Conference.* At Ohio State University, Columbus, OH, USA. Contacts: <nakayama.1@osu.edu>, <quinn.3@osu.edu> or The 9th Japanese/Korean Linguistics Conference; Department of East Asian Languages and Literatures, 204 Cunz Hall, The Ohio State University, Columbus, OH 43210, USA; t: 1-614-292-5816; f: 1-614-292-3225.

August 1-6, 1999—*12th World Congress of Applied Linguistics (AILA '99 Tokyo)* at Waseda University, Tokyo. There will be sessions of special interest to linguists and language teachers. Conference theme: "The Roles of Language in the 21st Century: Unity and Diversity." For further information, please refer to the conference homepage at <langue.hyper.chubu.ac.jp/jacet/AILA99/>.

August 8-13—*31st Annual International Summer Workshop for Teachers of English,* at the Language Institute of Japan (LIOJ) in Odawara. This Workshop features a week of presentations, language classes, and other activities, all conducted in an energetic, residential, English-only environment. Guests include Kip Cates, Kathleen Graves, Marc Helgesen, Kenji Kitao, Kathleen Kitao, Alan Maley, Tim Murphey, Sen Nishiyama, Peter Watcyn-Jones. Scholars from China, Korea, Malaysia, Thailand, and Vietnam discuss English education in their countries. The program also includes an ELT materials display, parties, and an International Festival. Website at <http:www.geocities.com/Athens/Delphi/4091/workshop.html>. Contact: LIOJ; 4-14-1 Shiroyama, Odawara, Kanagawa 250-0045; t: 0465-23-1677; <lioj@pat-net.ne.jp>.

August 30-September 3, 1999—*LSP '99—Perspectives for the New Millennium,* in Bressanone/Brixen, South Tyrol, Italy. Several sections and workshops at this 12th European Symposium on Language for Special Purposes, organized by the European Academy of Bolzano/Bozen in co-operation with the Free University of Bolzano/Bozen, are of special interest to foreign language teaching professionals. See the symposium website at <www.eurac.edu/LSP99/> or contact the European Academy of Bolzano/-Bozen; t: 39-0471-306-111; f: 39-0471-306-99; <LSP99@eurac.edu>.

December 5, 1999—*Classroom Practice: Forging New Directions,* a one-day JALT Tokyo Metro Mini-Conference at Komazawa University organized by Chiba, Omiya, Tokyo, West Tokyo, and Yokohama JALT chapters. The conference will feature five strands: Reading—an overview (including materials displays); Computer-Mediated Communication and Language Learning; Classroom Management—pragmatics; Activating Learning—new directions in syllabus and curriculum design, and finally Look Who's Talking, Not!—speaking and listening activities that work. For proposal information, go to *Call for Presenters* in this issue or visit URL <home.att.ne.jp/gold/db/tmmc>. Further details: David Brooks, JALT West Tokyo Chapter Program Chair; t/f: 042-335-8049; <dbrooks@planetall.com>.

Calls For Papers / Posters (in order of deadlines)

August 1, 1999 *(for November 5-6, 1999)*—***Talking Gender & Sexuality*** at Aalborg University, Aalborg, Denmark. Plenary speakers: Marjorie H. Goodwin (UCLA), Celia Kitzinger (Loughborough University) and Don Kulick (Stockholm University). Abstracts up to 300 words invited for panels, papers or workshops on verbal and non-verbal social interaction in diverse settings. Send to Paul McIlvenny. For further information or pre-registration, go to <www.sprog.auc.dk/~paul/conf99/> or contact Paul McIlvenny <paul@sprog.auc.dk>, Department of Languages and Intercultural Studies; Kroghstraede 3, Aalborg University, DK-9220 Aalborg, Denmark; t: 45-9635-9169; f: 45-9815-7887.

September 1, 1999 *(for April 27-29, 2000)*—***Sociolinguistics Symposium 2000: The Interface between Linguistics and Social Theory***, at the University of the West of England, Bristol (UWE, Bristol). Abstracts are welcomed for papers (20 mins + 10 mins discussion) or poster presentations. More information at <www.uwe.ac.uk/facults/les/research/sociling2000.html> or by inquiry to Jessa Karki/Jeanine Treffers-Daller; Centre for European Studies (CES), Faculty of Languages and European Studies, of the University West of England, Bristol, Frenchay Campus, Coldharbour Lane, Bristol, BS16 1QY, UK; <ss2000@uwe.ac.uk>; t: 44-117-976-3842, ext 2724; f: 44-117-976-2626.

September 22, 1999 *(for March 27-31, 2000)*—***IATEFL Conference 2000: the 34th International Annual IATEFL Conference***, in Dublin, Ireland. They urge haste in submitting proposals. Forms are available at <www.iatefl.org/Dublin-2000.htm>. Contact: IATEFL, 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44 (0) 1227-276528; <IATEFL@compuserve.com>.

September 30, 1999 *(for September 30, 1999)*—***Second International Conference on Practical Linguistics of Japanese*** at San Francisco State University, San Francisco, USA. Plenary speakers will be Masayoshi Shibatani of Kobe University and Yasuhiko Tohsaku of UC San Diego. Emphasis in presentations on practicality for teaching Japanese language or developing technology. Proceedings will be published. Conference website: <userwww.sfsu.edu/~yukiko/conference/main.html>. Contacts: Yukiko Sasaki Alam (<yukiko@sfsu.edu>), Conference Chair, or Masahiko Minami (<mminami@sfsu.edu>), Program Chair, Dept. of Foreign Languages and Literatures; San Francisco State University, 1600 Holloway Ave, San Francisco, CA 94132, USA.

Reminders

June 21-July 30, 1999—***The Linguistic Society of America's 1999 Linguistic Institute***, this year at the University of Illinois at Urbana-Champaign, Illinois, USA. Website at <www.beckman.uiuc.edu/groups/cs/linginst/general.html>. Direct contacts: <linginst@uiuc.edu>; 1999 Linguistic Institute, Linguistics Department, UIUC, 4088 FLB, 707 S. Mathews, Urbana, IL 61801, USA.

July 10-16, 1999—***Sixth International Cognitive Linguistics Conference*** at the University of Stockholm, sponsored by the International Cognitive Linguistics Association (ICLA). Conference website at <bamse.ling.su.se/iclc99/> or inquiries at ICLC99 (Erling Wande); Faculty of Humanities, Stockholm University, S-106 91 Stockholm, Sweden; t: 46-8-16 29 12; f: 46-8-15 88 71; <humfak@iclc99.su.se>.

July 13-17, 1999—***WorldCALL: Call to Creativity*** at The University of Melbourne, Australia. General information at <www.hlc.unimelb.edu.au/worldcall/welcome.html#TOC> and a detailed list at <www.hlc.unimelb.edu.au/worldcall/abstracts.html>. Inquiries: The Conference Secretariat, Fauth Royale & Associates Pty Ltd; PO Box 895, North Sydney, NSW 2060, Australia; t: 612-9954-4544; f: 612-9954-4964; or <fauroy@ozemail.com.au>.

July 27-30, 1999—***The Second International Conference on Cognitive Science and 16th Annual Meeting of the Japanese Cognitive Science Society (ICCS/JCSS99)***, held jointly at the International Conference Center, Waseda University, Tokyo, Japan. See <www.sccs.chukyo-u.ac.jp/ICCS99/cfpart.html> for a complete program listing. Inquiries: Hasida Koiti at <iccs99org@etl.go.jp> or f: 81-(0)298-54-5930.

July 28-30, 1999—***World Englishes and Asian Identities: The 6th International Conference on World Englishes,*** sponsored by the International Association of World Englishes in Tsukuba, Japan. Some information at <we.pdx.edu/conf.html#anchor451323>, or contact Kimberley Brown, Associate Vice-Provost for International Affairs, at <kim@nh1.nh.pdx.edu> or Department of Applied Linguistics, Portland State University, PO Box 751, Portland, OR 97207-0751, USA; t:1-503-725-3566, f: 1-503-725-4139.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

Peter Balderston is the contact person for JIC at the JALT99. His address is: 203 Akuhaitsu, 105-1 Iwanami, Susono-shi 410-1101.

Niigata-ken—The International University of Japan in Yamato-machi is seeking a full-time assistant professor in EFL beginning April 1, 2000. **Qualifications:** MA in TEFL/TESL or applied linguistics, at least, five years teaching experience at the university level; and teaching and administrative experience in intensive English programs. **Duties:** Teach 12-15 hours per week; teach graduate-level students studying international management, relations, or development. Also, curriculum development and course design, course coordination and program management, and committee duties are included. **Salary & Benefits:** Gross annual income around six million yen; research funding. One-year contract, renewable subject to performance and budget. **Application Materials:** Cover letter highlighting qualifications, experience, and research, and describing current employment status and situation, along with reasons for applying; detailed resume including qualifications, teaching and other professional experience, research; and the names and contact information of two (preferably three) references. **Deadline:** As soon as possible. **Contact:** Ms. Mitsuko Nakajima; International University of Japan, Yamato-machi, Niigata-ken 949-7277; <iep@iuj.ac.jp>. Short-listed candidates will be contacted in time for autumn interviews.

Shizuoka-ken—Greenwich School of English Japan in Hamamatsu is seeking both full- and part-time English teachers who are able to teach British-style English. **Qualifications:** Teaching qualification and teaching experience. **Duties:** Teach English, attend meetings, check homework. **Salary & Benefits:** 250,000 yen per month before tax, comfortable accommodation. **Application Materials:** CV and copy of diploma. **Contact:** Keiko Asano; 95-16 4F Chitose, Hamamatsu, Shizuoka 432-000; t: 053-455-6851; f: 053-456-6610.

Tokyo-to—The English and business departments at Aoyama Gakuin University are seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident of Japan with an MA in TEFL/TESL, English literature, applied linguistics, or communications; minimum three years experience teaching English at a university; alternately, a PhD and one year university experience. Publications, experience in presentations, and familiarity with email are assets. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports. Seeking teachers who can collaborate with others on curriculum revision project entailing several lunchtime meetings, and an orientation in April. **Salary & Benefits:** Based on qualifications and experience. **Application Materials:** Apply in writing, with a self-addressed envelope, for an application form. **Deadline:** Ongoing. **Contact:** "Part-timers," English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Web Corner

Information for those seeking university positions (not a job list) at www.voicenet.co.jp/~davald/univquestions.html

You can receive the most recent JIC job listings by e-mail at begole@po.harenet.ne.jp

"ELT News" at http://www.eltnews.com.

"JALT Online" homepage at langue.hyper.chubu.ac.jp/jalt/index.html.

"Jobs" section at langue.hyper.chubu.ac.jp/jalt/features/jobs.html

"Sophia Applied Linguistics Circle" (Japanese site) at www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm

"Teaching English in Japan: A Guide to Getting a Job" at www.wizweb.com/~susan/mainpage.html

"ESL Job Center on the Web" at www.pacificnet.net/~sperling/jobcenter.html

"Ohayo Sensei" at www.wco.com/~ohayo/

NACSIS (National Center for Science Information Systems) career information at nacwww.nacsis.ac.jp

"The Digital Education Information Network Job Centre" at www.go-ed.com/jobs/iatefl

"EFL in Asia" at www.geocities.com/Tokyo/Flats/7947/eflasia.htm

To list a position in The Language Teacher, *please send the following information by fax or e-mail: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Faxes should be sent to Bettina Begole at 0857-87-0858; e-mail <begole@po.harenet.ne. jp> so that they are received before the 15th of the month, two months before publication.*

差別に関する
The Language Teacher Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を保留します。

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups, SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate), Miyazaki (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ)、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育･語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に37の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、京都、松山、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、熊本［準支部］、宮崎［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000)：最寄りの支部の会費も含まれています。学生会員（¥5,000)：学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000)：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher*のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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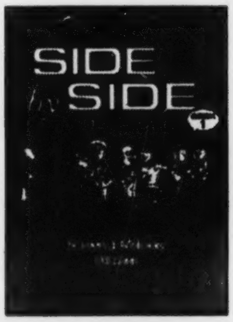
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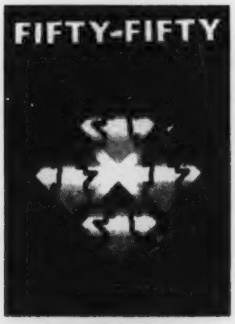
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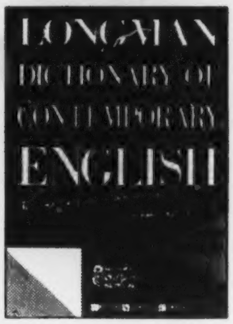
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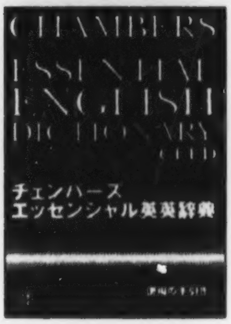
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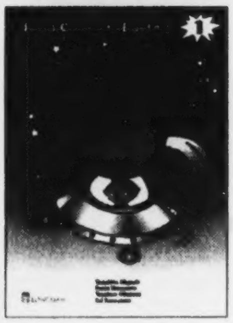

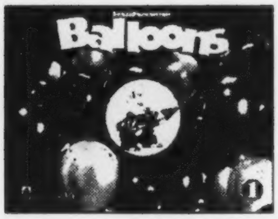

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The Language Teacher

features

3 Led by the Blind
John Herbert
7 Establishing Decorum in the EFL Classroom
Yukiko S. Jolly
10 Recitation in an English Language Program
James W. Porcaro
13 A New System of University Tenure: Remedy or Disease?
Michael H. Fox, Tadashi Shiozawa, & David Aldwinckle
16 Show-and-Tell as an Oral Communication Exercise in Senior High School
Robert L. Brock & Machiko Mizuta
19 Role Plays for Listless Language Learners
Gabriel Yardley
22 語彙力強化のための「ワードルーツ方式」の採用：語源学的見地からの一考案
ジョリー幸子 (Adoption of Word-Roots Method in EFL Classrooms—An Etymological Approach,Yukiko S. Jolly)

JALT99
Pre-registration
Deadlines:
Presenters, August 27
All others, September 10

a sig in your life

29 The Jr./Sr. High School SIG – *Barry Mateer*

my share

30 Increasing Student Awareness and Motivation Through Fish and Chips – *Michael G. Cholewinski*
31 Anagram: A Vocabulary Development Game – *Simon Capper*

departments

34 Book Reviews
36 JALT News
38 JALT99
38 Bulletin Board
39 Special Interest Group News
40 Chapter Reports
42 Chapter Meetings
43 Conference Calendar
45 Job Information Center/Positions
28 Authors
36 Advertiser Index

Volume 23, Number 8
August, 1999

8

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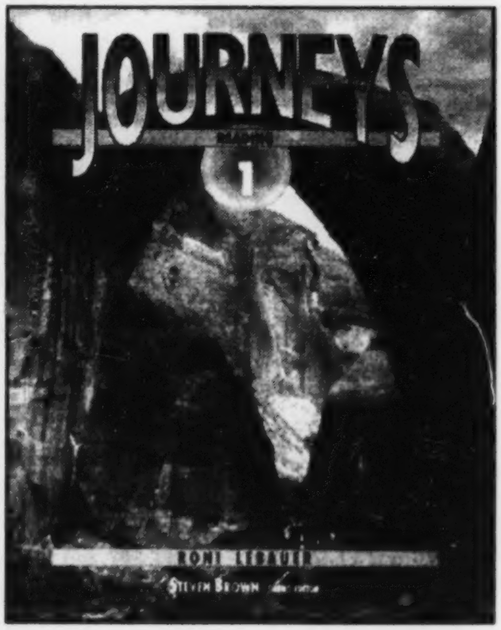
Journeys Reading



- Realistic texts give learners exposure to a range of authentic language types
- A varied range of activities allows learners to negotiate meaning while increasing fluency skills
- Students learn to comprehend material from a variety of genres, including expository writing and fables

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The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Malcolm Swanson.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・　真は、本文の中には入れず、　紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、　文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を　紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。

紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。　紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

The Language Teacher

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Led by the Blind

by John Herbert
Ritsumeikan University

Preparations for the start of a new university year had gone well. My courses were prepared and I was ready for the start of classes and the new intake of students the following week. Four or five days before the start of classes, a faculty member mentioned to me that there was to be a blind student, Satoshi, in my freshman English class that met twice a week. "Well, in actual fact, he is not totally blind, but visually impaired to a considerable degree," the faculty member corrected himself. He continued, but I was only half listening. My carefully prepared syllabus (I had designed a varied course to motivate my first year students for the seventy-five hours of class time that I would spend with them over a nine month period) was flying around my head, and I was imagining how a blind or visually impaired student would be able to cope with it. How on earth would Satoshi be able to deal with work based from the textbook? How would he cope with information that was written on the blackboard? How about extra materials that I would throw together at the last minute to flesh out certain lessons, or to deal with problems that had come up for students in a previous class? How about the video elements of my course? And what about the class computer sessions? Even the listening elements of the course relied on textbook questions or handouts. How, in short, could he possibly take part actively in all parts of the English syllabus?

My initial panic gave way to a determination to find a way to sort out as many of the problems as possible. Looking back over the whole process, we managed to overcome some, but unfortunately, not all of the problems that we faced. However, in future years, I will have a better understanding of the problems to be faced and their remedies, and that is what I hope to set out in this paper.

Blindness

According to the Japanese Association of the Blind, there are 350,000 blind and visually impaired people in Japan. The degree of blindness is divided into six grades, with grades one and two considered as severely visually impaired (Otomo, 1997). Satoshi falls into this category.

A lot of us sighted people feel uncomfortable with the term "blind," as if we could compensate for our relative privilege with euphemisms like "visually impaired" or "visually challenged." It has been pointed out by the U.S. National Federation of the Blind that politically correct euphemisms "at their worst . . . obscure clear thinking and damage the very people and causes they claim to benefit" (Jernigan, 1997).

Jernigan maintains that an individual "may be properly said to be 'blind' or a 'blind person' when he has to devise so many alternative techniques [to do efficiently those things which he would do with sight if he had normal vision], that his pattern of daily living is substantially altered." (Jernigan, 1995).

Throughout the year I thought of, and referred to, Satoshi as "visually impaired" because he was not totally blind. However, it is with the words of the U. S. National Federation and Jernigan's definition in mind, that I refer to Satoshi as "blind" in this paper.

Setting the Scene

Satoshi is a 19-year-old man, one of 25 male and female students in my first year English class at a private university in Japan. Satoshi is not totally blind. He describes the world he sees as a white blur, yet he can vaguely discern outlines, enabling him to walk independently, with the use of a collapsible cane commonly used by the blind. Visual equipment such as glasses, unfortunately, are of no help. He has not been blind from birth, but his blindness was a hereditary condition that afflicted him when he reached third grade.

I found that Satoshi could make his way to the classroom, open the door, find his way to a seat at the front and arrange his materials for the class on his desk, all unaided and without apparent difficulty. However, he could read nothing from either the blackboard, prepared handouts, or the textbook in their original English format. Neither could he watch video or read material directly from a computer monitor. He could hear the teacher's voice, and the voices of the other students, but until those students spoke, he could only make guesses as to their identity based on their location in the classroom.

To read and write, Satoshi uses braille, the system whereby combinations of raised dots arranged in cells, represent letters. To read, he brushes the tips of his fingers over the raised dots. (For an excellent description of braille systems and the history and development of braille, visit the New Mexico State University web site at www.nmsu.edu/Resources_References/access/public_html/braille.html .) To write, he either creates braille manually on paper or inputs braille into what he calls his "small computer."

Our Problems and Attempts to Overcome them in the Early Stages of the Course

My English syllabus emphasized speaking, listening and writing skills. Although reading skills were not stressed, their importance was paramount in carrying out exercises in the other three skills. The major problems Satoshi faced in this syllabus were as follows:

The textbook and written materials: One of our major problems was the provision of written material in

視覚障害者のために、教員、ボランティア、学生自身が一体となって、教材、教具を取り扱った。特に点字をコンピュータでも利用したことを紹介し、クラス経営にも有益であったことを報告する。

English, but in braille format. This meant that somebody had to transcribe all written materials for the course into braille. It would have been possible to record the written material on tape, but Satoshi preferred to have a braille version on paper, as it made life much easier for him in the classroom for two reasons. First, he could search for materials more simply skimming the braille with his fingertips than rewinding and fast-forwarding the tape recorder. Second, just like the other students in the class, at times he needed to read the materials while listening to the teacher or his peers. Had his materials been on tape, he would have found listening to two sources very awkward.

Before the start of the school year, the administration sent the textbook to an organisation for the blind called Kyoto Lighthouse. There, for a fee, they transcribed the textbook into braille manually and would transcribe small quantities of subsequent course material free. I had to provide materials well ahead of time for the braille versions to reach Satoshi in time.

Alternatively, the material could be input for Satoshi as a text file on disk or sent as email. He could then listen to the material using voice software and make a braille copy himself.

I could ease Satoshi's burden by organising future classes early, so that he could receive the relevant material in advance. It was extremely important for Kyoto Lighthouse and myself to label materials clearly, using page numbers wherever possible, so that Satoshi's fingertip search of materials could be efficient.

Writing: Satoshi had to be able to take notes during class, and to write assignments in a form that I could read, because I am unable to read braille. In the first few weeks of class, Satoshi took notes in braille with primitive-looking equipment: He placed paper over a wooden board and a metal grid over the top of the paper, splitting the paper into many small rectangular cells. He created a series of dots in each cell with a small tool resembling a stubby awl, forming the braille letters which allowed him to read. The process was far from silent and I remember the surprised looks on the other students' faces when they heard the clatter for the first time. Satoshi worked remarkably quickly. It appeared to be a tiring exercise in which he used up much energy. It also took a greater amount of time to write in this manner than it took for the average sighted student to write with pencil and paper.

The situation improved after a few weeks when Satoshi brought to class equipment that he called his "small computer." It had no monitor and was about the size of a lunch box, approximately 25cm by 15cm by 4cm.The machine was called Braille Lite, made by Blazie Engineering. On the surface of the machine were a series of eighteen rectangular cells with eight white protruding dots on each. These dots combined to create a refreshable braille display, and Satoshi could both input braille himself and read braille that had been previously stored in the machine. The machine also had a seven-key braille keyboard for data entry and speech output. (For detailed information on this machine, including a picture, visit the web site www.setbc.org/res/equip/braillelite/default.html.)

For written assignments, Satoshi was familiar with the layout of a regular English keyboard, was competent at word-processing, and simply submitted work in the normal manner.

Blackboard information: Satoshi couldn't read important information that I wrote on the blackboard, so I made concerted efforts to read all the information on the blackboard clearly to the class as a whole, always keeping in mind that one student relied only on sound for this information. I checked regularly that Satoshi had understood. As a matter of course, I list new vocabulary that comes up during class on the right hand side of the board. At the end of class, either I or another student would relay the spellings to him.

Computer discussions using local area network software: Students took part in whole-class, computer assisted classroom discussions (CACD) with the use of local area network software. At first, I thought that it would be impossible for Satoshi to take part. However, I paired him with one of the more proficient English users, and this student read aloud the comments of fellow classmates that appeared on the computer screens. Satoshi then responded to comments made by others and joined the discussion, for as noted, he was proficient with word-processing on a regular keyboard, even with no braille display. Unfortunately, the student reading the information aloud had less time to spend composing her own contributions to the CACD.

Video: Students watched video clips, including extracts of a film critique given by native speakers, in order to give their own critiques of videos that they would watch at home. How could Satoshi deal with this part of the course? This turned out to be the most difficult area. Fortunately, video accounted for only a very small part of my course, but this part, was, quite frankly, unsatisfactory for Satoshi. I sat next to him and described the action on the screen where I thought it appropriate. At first I described scenes in English, then in Japanese, as I became less certain whether the description was of any help whatsoever. The exercise simply became a very difficult listening exercise for Satoshi and I felt relieved (as I'm sure Satoshi did) when the class was over. The other students in the class thoroughly enjoyed the video element, and this fact posed the question of how much teachers should change their syllabus to accommodate the needs of one, or perhaps in other cases, a minority of students.

The Latter Stages of the Course

In the latter stages of the course, the school purchased a computer with braille translation software (Braille Star 3 software version 1.3 from New Braille System Inc. which allows both output and input of braille, along with *Nihongo Eigo Jidou Tenyaku* Program Extra version 3.1 from Amedia Inc. which creates braille transcription from either English or Japanese text). The computer had a refreshable braille display, which displays the text from the computer's monitor in braille, changing as the user reads the text, and a braille printer (ESA721) imported from the Netherlands.

This latest available technology was a major asset in conquering the challenges that Satoshi faced. Unfortunately, the equipment was not cheap. The total package cost approximately ¥2.6 million, the printer alone almost ¥1 million. Universities can apply for funding, and in the case of Satoshi, the local prefectural government contributed to some of the cost.

The new equipment made the provision of materials for him much simpler. I simply emailed text files of English to Satoshi, who saved them on disk. He would insert the disk into the computer and with headphones listen to the voice software giving him the instructions as they appeared on the screen. He could then navigate around the screen, and with the push of a few keys, the text from the disk appeared on the screen in English. He then listened to the text in English to check for completeness, and when satisfied, he pushed several more keys and the English text was transcribed into braille, both on the braille display as raised dots, and on the screen as pixels. At this stage, he can either read the material with his fingers on the refreshable braille display, or print out a hardcopy through the braille printer. A two page English text on A4 size paper translates into eight pages of braille on B5 size paper. The whole process, from start to finish, took Satoshi about five minutes.

Difficulties that Remained

At the beginning of the course, at times I was the fifth link in the information chain. I found it difficult to obtain accurate details from the administration about which materials Satoshi had received, which materials the voluntary organisation were translating and which materials the teaching assistants were preparing.

I found help with this advice from a University of Washington guide, "The student with a disability is the best source of information regarding necessary accommodations . . . . [I]t is the student's responsibility to request special accommodation if desired, but a faculty member can make a student comfortable by inquiring about special needs" (Univ. of Washington). In effect, I decided to cut out as many of the links in the information chain as possible and deal with Satoshi directly as often as I could.

However, even dealing directly with Satoshi, and with the new, wonderful equipment, some difficulties remained. At times, Satoshi would tell me that he had all the materials necessary to carry out a classroom assignment, but checking later, I realised that this was not the case. Rarely would he volunteer any information that would have been mutually beneficial. I soon noticed that his listening test scores were not as high as his English ability warranted. I believe this was because he needed more time to carry out the reading required for the tasks, even though he assured me that he didn't. I am convinced that he did require more time, but that he was not prepared to hold up the flow of the class and become a burden on his fellow students.

Furthermore, the video portions remained unsatisfactory and the computer-assisted classroom discussions also relied heavily on cooperation from another student to make them worthwhile for Satoshi.

Steps to Ensure Greater Success in Integrating Blind Students into University Classes

Equipment: Purchase of the latest available technology may be expensive, but it is invaluable.

Knowledge of the Equipment Being Used: Teachers of blind students should find the time to understand the actual workings of each machine the student uses. When I did so I learned about the braille system, the difficulties that Satoshi faces in class and out of class, the much larger than average volume of materials that the student has to carry around with him, how much more time blind students usually need to spend on schoolwork and routine daily activities, and the validity of excuses given for not having completed work on time. In particular, the teacher can learn how to make life simpler for the student, when to give the extra attention to the student that is required, and when to leave the student to his own devices and not be overzealous in attempts to help.

Design of Course and Classroom Management: Be aware that one student in your class is reliant on sound and not on vision. I was intensely aware of my own voice in the very first class. It reminded me of the time I heard my voice on audio-tape for the first time. Make sure other students speak clearly and loud enough. The blind student cannot rely on gestures to gain understanding. If the teacher takes the time to close his eyes and experience a world where sounds become extremely important, he can go a certain way to understanding the difficulties the blind student faces, and the need to supply the missing visual information that all the other students rely on so heavily.

Blind students will often invest time in detailed planning in advance, in order to complete workloads. It is therefore very important to try and avoid "last-minute changes in classrooms, assignments, or examination dates" (Univ. of Illinois). However, wholesale changes to a syllabus may not be the answer. Nobody, especially the blind student, would want all references to the visual world wiped from the course. However, a video course, for example, seems totally inappropriate, and Satoshi actually withdrew from one course because it was heavily dependent on video. However, in a course that covered over seventy-five hours of class time, the use of video acted as a motivator and novelty for the students in the class, and just as other students made sacrifices in helping Satoshi, I felt that here was a necessary sacrifice he could make in return.

Classmate Participation: At times I had to give Satoshi my undivided attention for several minutes, especially to assist when he was finger searching braille documents for the correct material for a particular exercise. I couldn't pay attention to the other students at these times. Fortunately, the classroom atmosphere was cooperative; students were only too willing to help Satoshi and myself, without making Satoshi feel like an exhibit, once they could understand the problem.

One idea to make the students more aware of the needs of a blind student is to set various activities which help them gain understanding in the difficulties that a blind student faces. (For a list of suggestions visit the web site www.viguide.com/vsninsvc.htm.) However, it is extremely important that the teacher has spoken to the blind student beforehand to determine whether the student is comfortable with this approach or not. In many cases, the student may be very uncomfortable with this approach. As Schulz has noted, "Although blindness or severe visual impairment does not cause self-consciousness, it definitely affects the ability of a self-conscious person to function" (Schulz, 1977).

Better Communication: A lot of the responsibility for better communication falls on the teacher. Not all of the problems are the fault of the teacher, but it is in the teacher's classroom that the problems occur if the administration, teacher and student do not all communicate well. To ensure a successful course, teachers must from the start insist on clear, practical information from the administration about the situation that the blind student faces. Meetings that include the student in question should be arranged to solve minor problems quickly before they become major.

The chief difference in communicating with a blind student is that miscommunication has more serious consequences and may lead to the student's inability to take part in the class at all. The extra attention that the teacher pays specifically for the blind student—planning well ahead, putting extra effort into speaking clearly, simply the heightened consciousness of the effort successful communication requires—will benefit the remainder of the students in the class.

Conclusion

Teaching Satoshi forced me to look at my teaching methods and doing so helped my teaching generally. The experience was both rewarding and beneficial. However, Satoshi, the administration and I all experienced plenty of headaches during the year. We could have solved many of the problems more efficiently had Satoshi been more outgoing, had the administration been more communicatively competent, and had I been more aware of the problems facing Satoshi, the administration, and the teacher of blind students.

The blind student is faced with a lifestyle spent among students who have access to the visual world. As I said goodbye to the students at the end of each class, Satoshi would say, "See you next class." I replied, "See you," intensely aware of the irony in this exchange. However, that initial unease is exactly what the teacher, the other students, and the administration must learn to overcome. As the University of Illinois, Division of Rehabilitation Education Services points out, "You need not worry about hurting the feelings of a student who is blind by mentioning the word 'see'. Students who are blind 'see' ideas or concepts . . . . Focus on the person rather than on the disability" (Univ. of Illinois).

The challenge of incorporating a blind student into an English syllabus where his peers are all sighted is a challenge not to erase the visual world elements from a course, but a challenge to make the classroom setting as accessible as possible to a blind student in a world where most have the ability to see. Jernigan (1997) states, "We can make our own way in the world on equal terms with others, and we intend to do it." Through better awareness, better communication and use of modern technology, conditions can be created to allow that statement to ring true in the foreign language classroom.

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University of Illinois at Urbana-Champaign. *Teaching students with disabilities: A practical guide.* Available: www.empowermentzone.com/teaching.txt as of Dec. 1998.

University of Washington. *Working together: Faculty and students with disabilities.* Reprinted as *Academic accommodations: Suggestions for the classroom, laboratory, examination, and fieldwork.* Available: www.empowermentzone.com/accomm.txt as of Dec. 1998.

Appendix of Useful Related Web Sites

General Information and Guide to Internet Resources for Parents and Teachers of Blind and Visually Impaired People:
www.viguide.com
www.empowermentzone.com
www.spedex.com
www.blind.net

Technology and Equipment
www.the-fbc.org/techcenter.html
www.the-fbc.org/notetake.html
www.setbc.org/res/equip/braillelite/default.html
www.sighted.com
www.braille.com

Braille and Its History
www.nmsu.edu/Resources_References/access/public_html/braille.html
www.nmsu.edu/Resources_References/access/public_html/brlhist.html

Establishing Decorum in the EFL Classroom

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It has been my impression over the many years that I have been teaching English at the university level in Japan that there is a direct correlation between the decorum of the classroom and the participation and achievement of the students. When I talk about classroom decorum here, I mean the level of attentiveness of students to the lesson being presented and mannerly conduct which aids the orderly flow of the lesson rather than distracting from or disrupting it. I would like to report some of the observations I have made over the years and suggest practical applications that have proven to be most effective for me in establishing and maintaining good decorum in the classroom. These revolve around establishing from Day 1 a rapport with the students based on mutual respect and trust and nurturing it throughout the course.

Establishing Rapport

To establish the kind of rapport that you want, it is vital to the establish early on a personal connection between teacher and student. To establish such personal relationship, there needs to be an exchange of basic information about each other, an understanding of the ground rules, and fair and consistent treatment of the personal relationship and of the rules. Permit me to recommend three very useful tools to achieve this: personal data cards, a course preview session, and seating charts.

Personal Data Cards

For the first day of the class, prepare a printed card form to be handed out to each student. Make sure it is a convenient size (e.g., 5cm x 7cm index card) and durable enough to handle every day. On the card provide spaces for the basic information about the student that you want to elicit. Have the students fill out the form as an initial class exercise. Retain and use the completed cards for constant reference.

The filling-out process can provide valuable language lessons in itself. Conduct the preparation session so that the students will think, act, and contribute to the class in a learner-centered environment. In skill-acquiring courses, the less the instructor talks, the better, since the learners then have more time to express themselves actively. I would suggest the following items as appropriate information entries.

Photo: Have the student provide and attach a small identification poto. This is not the imposition you might think it, since students often have to provide such for club or other group activities, or they will have extras from passport or other ID card purposes. I suggest, however, that the popular and inexpensive *purikura* (print club) photos not be accepted since they lack clarity, and students' features are often distorted. The idea here is to have a clear visual connection between the face and the personal data.

Name: Explain the proper order of given name and family name when writing in English. Let them provide the kanji forms of their names for your future reference. Also ask them to write a preferred nickname or short form of their given name to be used in the classroom.

Current address and home address: Teach them the rules of specific-to-general manner of writing an address customarily used in Western countries and in Japanese *romaji* addresses, with proper pronunciation and spelling: house number, street or block number, ward, city or county, and prefecture .

High School: This information may give the instructor an idea of the student's background. These will be regular public schools or more exclusive private schools or specialized (commerce, mechanical or sports-oriented) schools. As you may find a tendency for schools of the latter group to have had less instruction in English, you can account for differences in language skill levels in this manner.

Major and minor subjects: This is a timely opportunity to learn not only students' study interests, but also provide a means of helping them get acquainted among themselves. If they have not declared their major or minor, let them write "not yet decided" and use for future reference. Teach them not to leave such spaces blank, since this often defeats the purpose of such forms and leaves a vague, questionable impression on other readers of the form.

Hobbies: Filling in this blank is a very good chance to teach either infinitive or gerund forms to express activities and interests. You can take a broad definition of "hobby" here to include sports and other leisure-time activities.

Message to the instructor: Let them express themselves about special needs or desires, such as a physical handicap (for example, visual or hearing impairments which may require special seating arrangements) or a particular thing they would like to study.

Course preview

Often students will not have their textbooks and be prepared to start a textbook-based lesson on the first day of class. The time can well be devoted to orienting the students toward the course schedules and ground

長年の教員生活から、クラスの礼節さと学生の参加の姿勢を観察してきたが、本論では公平さ、客観性、そして信頼が重要であることを指摘する。

rules. This time is vital to establish a relationship of trust with your students and encourage the rapport that is the basis for the decorum that you want.

Even if it is your practice to provide a printed course syllabus or lesson schedule for your students, on the first day of class I recommend that you go over the following items, writing on the board or using an OHP to mark your points with emphasis. Covering these points orally helps insure that they don't overlook any course instruction and provides fair warning of your expectations of them. This is your major opportunity to establish your authority and a reputation for fairness and being objective at the outset.

Objectives of the course: Give your students a firm idea up front of what is to be expected of them during the course and what the terminal behavior should be at the end of each school term.

Textbooks and references: Show copies of the text and any reference sources recommended for the course along with giving the bibliographical details (authors, titles, publishers and the like) and where they may be obtained. Such makes identification of the books easier for students and precludes excuses on not being able to find their copy.

Course notebook: I highly recommend that you have your students obtain a special notebook for the course and take carefully written notes on each day of instruction. Enforce this requirement with periodic checks thereafter if necessary, for it makes a big difference in prompting serious attention during classes. Additionally, the students could prove their presence if later in the term a question is raised about attendance, especially if you teach at a university which disqualifies students from taking the final exam if they have failed to meet minimum class attendance requirements. Besides, the note-taking habit that you nurture by this means will be a useful skill for future employment and social life.

Reports, testing and grades: Give fair warning of the major points of the course that will influence the final grade, including any quizzes, midterm or final exam, project, report, or special homework assignments. If possible give the percentage weight of each toward the determination of the final course grade.

Speed of lessons: If you have a published class schedule, the expected class preparation should be evident, but it still is important to point out your expectations in this regard and be firm in upholding your stated requirements. Particularly if your progress does not match chapters or lesson divisions of the text, students need to understand how your coverage will differ.

Class rules and regulations: This topic should not be viewed in terms of authoritarian or liberal teaching methods, but rather as fairness and objectivity.

Punctuality: The safest and easiest to enforce rule is that attendance is taken as soon as the class hour begins, at the bell or chime. Whether to allow a grace period or make distinction for tardiness depends on instructor's personal preferences, but once the criteria are set, they should be announced and followed by both students and teacher. No matter what subject you teach, you can always teach the good (and polite) habit of never being late for appointments.

No napping: For class morale as well as making sure the individual does not miss out on the lesson content, napping in class is strongly discouraged for practical reasons if not by most university teaching policies. You may call on the student next to the sleepy-heads to give the latter due warning that they may be called upon soon.

No chatting: Personal conversations (not a part of assigned practice drills) between class members distract others from the lesson content and disrupt the flow of lesson presentation. Encourage those prone to seek assistance from others to direct questions to the instructor rather than burden their neighbors. Do remember that Japanese tend to be more collective rather than individual, so a student may consult his peers before he ventures his response. Teach and encourage your students the importance in language learning of forming their *own* responses, regardless of their accuracy or "correctness."

Daily Preparation Tips

Data Card Review: Before each class, go through your students' data cards and briefly review information on the students of the class, looking for points for personal comment (birthday, news or sports items about their hometown, tying events to their stated interests). Take opportunities during class to mention or comment as appropriate so that each student realizes that you care to know him or her personally. Indeed, this will benefit you, too, as it speeds your recollection of names and faces, and it makes the whole class atmosphere more lively.

Set the example for punctuality. Go to the classroom five or ten minutes before the starting chime. Prepare your audio, visual or computer equipment before class. If there is time, make light conversation with the students who arrive early to encourage such and to set a positive tone. Try to talk with a variety of students rather than those seated in the front all the time.

Seating Chart

A class seating chart is recommended for better classroom management. However, if you feel fixed order of seating is not suited to your objectives of learning, another technique is to prepare name tags for students to pick up and pin on the shirt as they enter class. If you prefer to conduct the class in a Western atmosphere, you may write only the nickname or shortened first name on the card, rather than the Japanese family name, often used on tags in Japanese schools.

There are several advantages to having a seating chart. First of all, it permits faster recognition of the individual students by tying a name to the appropriate face. It also establishes an interpersonal relationship developed by using names in an English-speaking manner, that is nicknames or shortened names, in reverse of Japanese order (e.g., Yoshi Yamanaka). This practice offers a didactic approach to general rules in name-calling or forms of address in general. They learn how to introduce themselves phonetically.

Second, a seating chart gives a growing sense of responsibility, students' awareness of their identity as individuals among their classmates. Without a seating chart, students can gain anonymity and evade attention by shifting seats every time, risking lack of preparation because of the reduced chance of recognition.

A seating chart is also often an aid, especially in conversation skill courses, to allow (if not force) students to get to know new persons and learn to converse with strangers. If left to themselves, students tend to collect in their established cliques and converse (even during drill or practice times) in their native (rather than the target) language. It produces a more egalitarian attitude with peer recognition as individuals bound by a common endeavor.

A final advantage of seating charts for the instructor is the ability to instantly connect a name with a face and establish immediate eye contact. Rather than having to run your gaze around the sea of faces trying to decide whom to call on, you can formulate your question to the audience as a whole and then personally call upon an individual, with eye contact, to respond. Of course if it is not apparent until the last second whom you intend to call on, you get everyone thinking about the question you pose, not just the one selected to answer it. It adds an element of efficiency to the conduct of class activities.

During the class

Encouraging full student participation: In calling on students for response in class, it is better to use a random selection order rather than following a set or predictable pattern, such as the class list or alphabetical order of names. Also try to direct the questions or conversation to different parts of the room. Of course, you have to keep track of whom you call upon to avoid missing persons or calling upon the same ones too often. The impartiality of your selection process enforces your reputation for fairness. The randomness also keeps everyone alert and attentive.

If you feel their attention span is too short for a 90-minute class period, you may break the lesson into parts, such as chapters section, text exercises or the like, with small break periods between. This practice gives them a fresher start for the rest of the period.

Language teaching is intertwined with teaching of the related target culture, and you often need to view your own culture in retrospect for comparative purposes. Therefore, whenever the chance arises, do not be afraid to make use of the opportunity to interject a real-life experience, which may not normally be expressed in the textbook. If one student sneezes, for instance, immediately say, "Bless you!" Then explain the cultural background of "May God bless you!" from European historical and religious backgrounds. It is also an opportunity to point out expected manners and public hygiene practices of the other culture.

If a student's answer is correct, give ample and appropriate verbal and nonverbal reaction to it. Everyone enjoys being praised in the presence of his peers. Therefore depending upon the degree of correctness, differentiate your response:

to a perfect answer:	"Excellent, Taro. That's it!
to an acceptable answer:	"That's right, Taro. You did well."
to an answer which needs amending:	"O.K. (avoid name calling). Let's think once again. The question is . . ."
to no response (silence):	(Rephrase the question, if possible, to give another opportunity)

After and Outside the Class

So far we have looked into preparation and in-class activities from the point of classroom management and decorum. It is my conviction that the more personal attention one gives to the individual student in one form or another, the more the student will be psychologically motivated to study English. Students enjoy their names being remembered, and their existence and identity acknowledged in class. The instructor must maintain the same attitude and attention to the students outside the class once such relationship and rapport are established.

In cases where the desired mutual trust and closeness cannot be established between the student and the instructor, I recommend that you invite the student to your office, or better yet, set a more casual encounter such as a chat during lunch period in the corridor or on the campus ground. At such a meeting discuss possible ways to improve the student's study habits or give advice on whatever the learning difficulties he or she may be struggling with. Therefore let me offer a few points of advice for amending interpersonal relations:

Set up an individual conference in your office to find out in confidence the exact problems or difficulties the student is facing and give appropriate advice to meet the need of the learner.

Give special instruction or a tutorial session to pinpoint the difficulty. At this time, help the learner feel it is not embarrassing to have "difficulties" in learning, but rather a normal process in learning the foreign language. Relating your own failure or episode of making mistakes may help the student realize that even the instructor of English (who seems so remotely

JOLLY, cont'd on p. 12.

Recitation in an English Language Program

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In an English language program, recitation is an activity suitable and adaptable for almost any class from elementary school to university and adults, and for all levels of language proficiency. It is a superb, stimulating way in which students can develop oral language skills, including pronunciation, articulation, intonation, rhythm, pacing, fluency, and voice projection and control. The narrative or poetic text provides students with words in context and setting so that they can actively use the language with meaning and purpose (Hines, 1995, pp. 6-7). Recitation develops important personal skills associated with presentation in any context, such as confidence, poise, self-expression, and awareness of interactive communication. The work involves the entire class in groups and readily lends itself to integrating speaking, listening, reading, and writing skills. Further, through the teacher's selection of materials, students can enhance their appreciation of a variety of literature, the universality of the art form, and the particular tradition of their own culture.

The Japanese Tradition

Oral storytelling has been a universal element of cultures for thousands of years. There is a rich tradition of Japanese recitational arts, which flourished especially during the Edo period (1600-1868). Some forms are still very much alive today in theaters and on television and recordings even as we approach the 21st century. Consider four that are prominent.

In the comic monologue of *rakugo,* the storyteller creates a dramatic narration using skillful vocal and facial expressions to portray various characters, all the while maintaining a vital interplay with the audience.

In the powerful, expressive, and dramatic chant of *joruri,* or *gidayu-bushi,* the reciter is accompanied by a *shamisen* (a three-stringed instrument). It is associated with the puppet theater of *bunraku* and the plays of the great Chikamatsu Monzaemon (1653-1724).

Naniwa-bushi, or *rokyoku,* which originated in the Osaka area, is a type of narrative ballad also rhythmically accompanied by *shamisen.* Its repertory consists of a variety of stories, including actual historical events and traditional tales.

Kodan is a genre with a wide range of recitations that includes both historic and popular tales told by a narrator seated behind a low desk with a fan or wooden clappers. In recent years innovative adaptations to the art form have been introduced, such as recorded modern musical background.

For the English language program, these forms offer a basis on which to introduce students to the art of oral narration, to motivate their practice, and to instruct in the skills of presentation.

Setting

The recitation work outlined in this article has been done within the intensive English program of a *semmon gakko* (two-year vocational college) and as a part of a *sogo eigo* (general English) course at a university. In the former setting, a rather full treatment with three or four recitation texts was done as a 12-15-week component of a particular course, in classes meeting once a week for 100 minutes. At the university, the semester course for first-year students meets twice a week in 90-minute classes. There, I have treated each text in a more limited manner, usually taking two classes, but I have made recitation a major element of the course, doing four or five texts over the length of the course. Teachers, then, can take a couple of classes with just one piece of work, or extend that time and multiply the texts used to whatever number they are willing and able to do. In short, there is enormous flexibility in incorporating the work suggested below into almost any English language program.

Selection of Materials

The most effective length of recitation pieces has proved to be about 320 to 450 words, or within about three to five minutes of presentation. With very low proficiency classes, of course, shorter texts might be used. Both literary narrative prose and poetry have been effective and enjoyed. In this program, we have most often chosen and been most successful with narrative selections that have a clear story line, characters, and some dialog. The following elements will serve to elicit from students an enthusiastic, worthy effort and a fine level of rhetorical accomplishment: the potential for a range and force of dramatic expression; opportunity for individual interpretation; demand for a variety of presentational skills, such as intonation, phrasing, and gestures; relative ease of comprehension and manageable vocabulary; appropriate themes and images for the student group; and appeal to both reciters and audience.

Literary prose may include excerpts from short stories or novels, from the original or well-adapted versions. Short, short stories may be used in full. Some examples are "The Wisdom of Solomon"; "The Appointment," a simplified adaptation of a story by Somerset Maugham;

英詩文の朗唱が、口頭練習や発表の技術を養成することや、学生と教員が言語と文化を共有できる点で、刺激的かつ効果的な方法であることを報告する。

and "The Gift of the Magi" by O. Henry, likewise reduced and simplified. Excerpts from novels as diverse as Ernest Hemingway's *The Old Man and the Sea*, Lawrence Yep's *Child of the Owl*, John Steinbeck's *The Red Pony*, and Richard Wright's *Black Boy* have all worked well. The choices, indeed, are nearly limitless.

Particularly appropriate and appealing choices for Japanese students, given their cultural tradition, are the strange old tales of Japan, taken from the original English writing of Lafcadio Hearn, excerpted either from the full or simplified versions in *Kwaidan*. Some examples are *"Oshidori," "Yuki Onna," "Mujina,"* and *"Miminashi Hoichi."*

Poetry, as well, offers a vast range of possibilities, though particular care needs to be taken to ensure relative ease of understanding for students of not only language use but also poetic structure and images, and the manner of rhythmic recitation of a lyrical poem with metre and rhyme. Some successful examples include classics, such as Edgar Allan Poe's "Annabel Lee," Henry Wadsworth Longfellow's "A Psalm of Life," James Russell Lowell's "The First Snowfall;" and Robert Frost's "The Road Not Taken" and contemporary works, such as Shel Silverstein's uproariously delightful "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out."

Instructional Procedures

As noted, recitation can be a limited exercise for a few class meetings, a full component of a year's course, or an entire course in itself. It can involve a great variety of approaches and activities. The following are some that have worked effectively over the years. The range of possibilities, however, is limited only by the imagination and willingness of the teacher and the class.

Initially I show students a video tape, taken from different television programs, of master performances of the Japanese recitation forms of *rakugo, joruri, naniwa bushi,* and *kodan*. (I make a point of including a dynamic female performer of *naniwa bushi* as an appropriate model for women students.) They remind students of the Japanese tradition—which indeed is far deeper than that of native English lands, reinforce an appreciation of their own culture, and serve to establish the legitimacy of the work to follow. The performances also introduce magnificently the multiple qualities of fine recitation that they themselves will be called upon to produce with the English materials.

When the recitation text is presented, students read it, checking the meaning of any new vocabulary. A worksheet is given as a reading guide and for written work, which might include their stating the setting of the story, listing the characters, and answering comprehension questions. In class, these responses may be presented and discussed in groups. Further understanding of the story can be developed by having students, both orally and in writing, give summaries of the story; discuss distinctive traits of the characters, such as their motivations, feelings, and manner; and comment on the meaning of the story and their reactions to it. Students can be asked to sketch the characters and even particular scenes to enhance their imagination and feel for the story.

The text can be presented with an oral recitation live by the teacher, or on tape by the teacher alone, or with colleagues or staff as an ensemble. (The talents of one's staff should certainly be drawn upon. For example, I use a tape of a brilliant telling by a former colleague of the ballad of "Barbara Allen" in a definitive Celtic lilt that enthralls both students and me.)

Recitation can be practiced in groups, with the dialog of the character roles taken by different students. As the narrator's part is often the lengthiest, it can be split among two or three students. Successive readings can be done with students rotating the roles again and again. They discuss, share, and critique their efforts, making recitation a collaborative exercise, while developing individual interpretations and presentations of the entire piece. The teacher circulates from group to group monitoring, modeling, advising, encouraging, and supporting their efforts. Students can tape their work in class and for homework practice and make tapes for the teacher to assess each individual's progress and plan further practice for richer development.

It is recommended that with extracts from novels in particular, if possible, good films of the work be shown to the class. With Arthur Conan Doyle's short story, *The Hound of the Baskervilles,* for example, the climactic scene set in the marshes of Dartmoor that I use for the recitation text is taken from the Oxford Bookworms Graded Reader. The professional reading on the available tape is marvelously done and serves as a model for students. In addition, there is a wonderful film production of the story, which visually depicts for students the landscape setting, the characters, and the social and cultural milieu of the period with its dress, dwellings, and other surroundings. It enables students to have a much greater feel for the whole story, along with the particular scene for oral narration.

Whether any of the recitation text is memorized by students depends on particular instructional circumstances. The culmination of the work is a final presentation by each student before the class. (If the text is to be read, it is important to use an inclined podium for the script, so that the speakers can look up at times for eye contact with the audience and have their hands free for gestures.) The students listening can use evaluation sheets prepared by the teacher to evaluate each speaker. By this time, they can sit as a perceptive and understanding audience, whose assessment should be as valued as that of the teacher. With more limited class time or larger classes, individuals can present portions of the text in sequence, or in an appropriately large room, in several groups simultaneously, or the presentations can be omitted entirely if necessary. Video taping the entire class's work is recommended if it can be done. Playback afterwards is very instructive and a lot of fun.

Conclusion

By exploring the storytelling traditions of the cultures of their students, teachers of English can bring elements of those recitational arts to bear directly on the advancement of students' oral English language skills in a unique way. Recitation, oral presentation, in an English language program, offers an opportunity for integrated, multi-skills language work that is both engaging and effective. It also develops presentational proficiencies that can be beneficial in students' lives beyond English language use. Recitation can involve a special sharing between teachers and students with acknowledgement and appreciation of cultures in a rewarding foreign language learning experience.

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JOLLY, cont'd from p. 9.

high in English language skills and knowledge) shared a similar experience.

As you proceed in your daily teaching duties among other professional activities, try to notice your students either in the building or outside with appropriate greetings, "Hello, Taro." or "Hi. How are things going with you, Taro?" and so on. Try to let him know that you always care about the welfare of the students.

Again, in order to treat each as an individual, not as a faceless mass, make an effort to memorize their first names at least, but hopefully the whole name, so that the students will realize that they have an important identity in your professional life. Once you win their confidence, there will be pleasant exchanges for both teacher and student either in or outside the classroom.

Conclusion

Ability and confidence in classroom management and decorum are not something that comes to an instructor on the first day of teaching. The important thing is that we *instructors* ourselves are learning how to teach our subjects. Every day we ourselves are gaining *competence* in English language as well as improving *performance* in teaching skills. In order to do so, I feel that there are many rules and facts that we need to acquire, because we lack them initially. But through years of teaching we are also learning English and teaching methods as a part of humanity. Such an accumulation of experience in and out of class is what makes us well-experienced, knowledgeable instructors, scholars and researchers.

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A New System of University Tenure:

Remedy or Disease?

Michael H. Fox, *Hyogo College*
Tadashi Shiozawa, *Chubu University*
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Candidates for faculty positions at universities and colleges across the country have new reason for employment security concern: the *Sentaku Ninkisei Hou*, a law permitting "term-limitation system" (*ninkisei*) contracts for all university faculty, was passed by the Diet in June 1997 and enacted April 1998. Previously, all Japanese full-time faculty were granted tenure while contract-limited status was strictly reserved for non-Japanese nationals. Now, however, this law enables universities to raze the firewall between the two and contract everybody.

Why would Monbusho decide to institute a policy which would, for want of a better word, "gaijinize" all Japanese faculty? There is a concrete reason offered: the "enlivenment" (*kasseika*) of the educational system, to shake up and motivate university faculty to do more and better research. This paper will outline the Ninkisei Law, examine its rationale, and use a case study to anticipate how it will affect the status of university faculty, not only in language education, but in all fields of humanities and the social sciences.

The Law in a Nutshell

The full name of the law is *Daigaku no Kyouin Tou no Ninki ni Kansuru Houritsu* (The Law Concerning Term Limitation of University Educators, *ninkihou* for short), dated June 13, 1997, and researchable in the *Kyouiku Dairoppou* (the Bible for laws affecting Japan's educators). According to Section 1, *ninkisei*, whose import can be rendered as "limited contractual employment," is "necessary for the enlivenment of research in universities, and for the establishment of an environment where educational exchange is constantly carried out between educators with varied knowledge and experiences." Educators are defined as "professors, associate professors, lecturers and teaching assistants" (*kyouju, jokyouju, koushi* and *joshu*). Other "positions necessary to carry out research" may also be contracted.

Following sections specify that the terms of the contract must be openly disclosed and agreed to by the signee. Special clarifications are written for national and public universitie,s since full-time civil servants have never before faced term limitation. For public institutions, the period of employment is to be decided by "those possessing appointive powers" (*ninmeikensha*). For private ones, it is the *gakkou houjin*, the adminstrative body which runs the school.

The law itself is extremely brief and contains little more than is written above. Compared to most industrialized countries, where an evaluation for tenure is the norm, the ninkihou stipulates nothing. This is quite problematical, as it legitimizes easy disposal of employees, specifying evaluation for neither tenure, promotion, nor even continued employment. At present, the law leaves open the possibility of rehire under the terms of the first contract. One may be hired for three years, then rehired any number of times without being elevated to tenured status. The law assigns all other details to Monbusho ordinances yet to be composed. To make any other statement about the law's effect is to wander in the realm of speculation. It will be some years before the intricacies of the system become delineated.

The Purpose of *Ninkisei*

The explicit purpose of this new system, as noted above, is to reinvigorate higher education, which according to conventional thought, has atrophied due to a systematic enfranchisement of both student and teacher. As is well known, entrance to a particular university is considered a measure of intelligence, determines the level to which one may rise in government or industry, and serves as a marriage certificate. This is why Japan has been termed a *gakureki shakai*—an education-credential society. However, once an accredited pinnacle is reached, students often rest on their laurels and coast through school, their accessible future social, business and bureaucratic tracks already decided.

Much the same can be said for faculty, which is what many of these students want to become. Once they are employed at a beacon university, tenured from day one and promoted upon age or patronage, many have little incentive to work or do research. This problem has been officially criticized by the University Deliberation Council (*Daigaku Shingikai*), a consultative arm of Monbusho,

1977年に日本の国会を通過した国立大学教員の期間限定採用に関するデメリットを、学の自由、そして学の卓説性の観点から、ケーススタディを紹介し、論ずる。

which issued a report (*Daigaku Shingikai Touhon*, 1995) finding three harmful effects of present university employment practices: (a) an existing insularity demonstrated by the high percentage of faculty hired from the university's own student body, (b) neglect of student education as evidenced by excessive absences from class, and (c) salaries and promotions based on the seniority system (*nenkou jouretsu seido*). A vicious circle of lethargy binds students to faculty: The image held by many, including both native and foreign educators, is that Japanese universities are places where professors pretend to teach and students pretend to learn. If each side cooperates reciprocally, established tracks will continue to function.

However, the ill effects of this system become acutely visible in an international comparison of the quality and output of university research. In addition to the oft-cited high-school test scores and number of patents obtained by industry (in both of which Japan ranks well), there is another Olympics for a nation's education system: the number of Nobel Laureates. Japan, a country famous for technological excellence, has been constantly embarrassed by its lack of medalists. So far, the United States has led the pack with 179, followed by Britain 67, Germany 61, France 21 and Switzerland 14 (Ikawa, 1997, p. 12). Japan has a meager seven, and of those, two are in literature, with only five in the natural sciences.

In 1987, Monbusho received a public impetus to overhaul the education system when researcher Tonegawa Susumu received the Nobel in physiology. In press conferences, Tonegawa explicitly stated that he was glad he moved to MIT in the US. He conceded that if he had stayed in Japan (where he would have had to spend years ingratiating himself to mentors, mentally unchallenged by unmotivated colleagues), he could never have become a laureate. A humiliating blow to the country's research echelons, seized by the press, which drew comparisons with Leo Esaki (a 1973 laureate in physics who left Japan for IBM in the USA), and heralded it as the "Tonegawa Shock." The shock continues. According to McGuire (1992) "Tonegawa has retained his Japanese citizenship, but has been scathing in his criticism of the scientific research system in Japan and has never returned to work in his native country" (p. 38). Japanese universities, according to public opinion, is where researcher potential is stifled, not cultivated.

It is clear that some kind of remedy has become necessary. Henceforth Monbusho, invoking the mantra of "enlivenment," arrived at the conclusion (see *Daigaku Shingikai Touhon*, 1995) that a decrease in job security through removal of automatic tenure would shake up the system by motivating researchers—for nowhere else in the OECD is tenure automatic at entry level. The new system of limited term contracts was first proposed for the 95 national and public universities—institutions with laboratories equipped for advanced technological and Nobel-worthy research—then expanded to include the private universities. Overseas practices were cited as justification: Most OECD universities employ educators under contracts for the first several years; significantly, American universities, the most Nobel-laden in the world, practice an "up-or-out" policy: two or so three-year renewable contracts, followed by either tenure or dismissal. Moreover, statistically, contracts do indeed motivate: the average researcher does the most work during this period. It was only logical that *ninkisei* would work for Japan too—for good research would reward the motivated with a new contract, the slothful with nonrenewal, and Japan as a whole with a better education system and more international kudos.

The Asahikawa University Case

A recent event at Asahikawa Daigaku, a private university in Hokkaido, illustrates the workings of such a system without procedures for obtaining tenure. Gwendolyn Gallagher, an American national, was a full-time faculty member at the college for twelve consecutive years. At first, she was employed on a one-year contract which was renewed consecutively for six years. Thereafter, the university offered a five-year contract which Gallagher signed.

In the spring of 1996, at the conclusion of the contract, she was abruptly notified that her services were no longer desired and no new contract was offered. When asked the reasons for dismissal, required under the Labor Standards Law (*Roudou Kijun Hou*), the administration not only refused, but also assumed the attitude that reasons were entirely unnecessary. It also made the claim, which the courts found to be without merit, that both parties had agreed that her last contract was terminal and non-renewable. The point, of course, is that under *ninkisei*, such terminations may become not only legal but routine.

Gallagher filed suit against the university. At the first hearing in April 1996, the judge stated that the Labor Standards Law does not recognize five-year contracts, and in order to make such a termination legal, the university was commanded to give an "applicable and logical reason." The university then testified that Gallagher was "too Japanese" and that Asahikawa needed "fresh *gaijin*."

Plaintiff Gallagher construes these claims as masking a hidden agenda: the establishment of a system under which all personnel—Japanese or foreign, educational or administrative—could be made temporary or disposable at Asahikawa University. The university has already hired several administrators on yearly contracts (practically unheard-of in any college or company and probably illegal if ever brought to court). Gallagher views her own dismissal as a test case, where the administration is gauging the boundaries of its power.

That power was evident when the university turned a court defeat into a coup. In December 1996, the court concurred that Gallagher had been unfairly dismissed, issued a provisional ruling (*karishobun*) reinstating her status as a school employee, and ordered the university to pay her salary in full until the conclusion of the lawsuit. The university, witnessing the high degree of publicity in the press and a probable loss in court, offered in March of 1997 to reinstate Gallagher on a one-year renewable contract in a court-mediated settlement. This should have concluded the case, but, upon returning to work, Gallagher found her usual seminars had been canceled, and, shortly before the summer break in July, 1997, she was again notified of termination effective at the end of the academic year. The official reason was "curriculum change," although subsequent investigation revealed that her classes would be assigned to part-time faculty. Thus, fired twice as of the end of the 1997 academic year, Gallagher has once again filed suit for reinstatement. A landmark case, its distinguishing characteristic is the expectation of a decision rather than a settlement (*wakai*) forcing the court to step away from its usual passivity. The point is not merely the behavior of the university, but that under policies effected through the new law, such treatment—of foreign and native teachers alike—may become not merely legal, but standard.

Possible Effects of Universal Application

Japan's academics have also seen the writing on the wall, and lively debates on the Ninkisei Hou took place in many journals prior to Diet approval. In a highly-critical article, Yuge (Ronza 1997) contends that *ninkisei's* real purpose is to commercialize education. Specifically, he says, the system seeks to nurture young researchers capable of developing profitable products and technologies in order to restore the nation's financial condition. He foresees a new educational system "dictated by MITI, obeyed by Monbusho." In this plan, "the humanities and social sciences will be nothing more than child's play." Higher education will turn into a proving ground where "faculty will be evaluated like civil servants, subject to transfer at the whim of senior officials" (p. 40).

Yuge's fears do not seem groundless. In the same journal, *ninkisei* supporter Satou (1997) has an article entitled "The Industrial World Desires Faculty Fluidity." He states that, "the next century will need creative scientists to confront industrial competitiveness" (20). He is quite sure that "universities are institutions of stagnation" and urges that "competitive principles are necessary in educational circles." He reasons, "What this country needs is less theory-conscious scholars, more responsible engineers and practical businessmen in positions of academic authority." The lynchpin of such thought: "What is good for MITI is good for the country."

What effect, if any, will this have upon those in the humanities, particularly language education? It may very well signal the practical end of any hopes for tenured job security for foreign educators, and has been designed from the outset to provide low-cost, high-efficiency, replaceable intellectual labor components for industry. This may be good news for MITI's pet scientists and technologists, but not for educators of language and culture in the so called liberal arts.

The fact is that our field, the softer social sciences, does not quantify indicators of monetary output or intellectual property as the hard sciences do. How are we to patent our know-how, lay claims to intellectual property (outside of publishing more articles and textbooks), show that we are increasing national financial prosperity, or nurturing Nobel Prizes? It is clear that university administrators would be appraising performance in fields where results are less visible and often take longer than specified contract periods. It is not inconceivable that under *ninkisei*, the turnover rates in the softer sciences, particularly in language education, will reach startling new levels. The goals of limited tenure contracts are antithetical to liberal arts education, promoting systems of evaluation which if applied universally will be dubious in theory and result.

Rationale for Tenure

Ninkisei, in the form being promoted by Monbusho, is all about the universal elimination of tenure. This brings us to the necessary question, "Why does tenure exist?"[1]

An answer proffered by a senior educator: "To prevent a Baptist Dean from firing all the Methodists." In other words, tenure exists to prevent dismissal on the basis of ideological, not professional grounds, and is thus crucial for an employment sector which must subsist on the free and open exchange of ideas. Who would dare express an idea against the threat of being fired? Although the current system of universal tenure is somewhat stifling, it hardly seems that the new *Ninkisei Hou* is the answer. In a system without a proper set of checks and balances, the newly introduced system will commercialize education by creating incentives for docile workers, not enlivened educators.

Conclusion

A new system of limited academic tenure has been introduced in Japanese universities. The explicit reasons are to stimulate research and education at institutions of higher learning. It is hoped that such a policy will lead to the acquisition of Nobel Prizes. The implicit reasons are many, and include a renewed governmental desire to direct education, and develop a new breed of salaried worker to launch a second economic miracle—one that will return the country to financial prosperity. Candidates for positions at schools which implement *ninkisei*, should be concerned about its lack of any guarantees of fairness and objectivity. A recent case study of dismissal at Asahikawa University offers a scenario of arbitrary and abusive policy, which under the *ninkisei* may well become not only legal but general

FOX, con'td on p. 18.

Show-and-Tell

as an Oral Communication Exercise in Senior High School

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That staple of Western elementary schools, Show-and-Tell, "capitalizes on student interest and provides a good opportunity for self-expression" for foreign language students of any age. (Bowen, Madsen, & Hilferty, 1985, pp. 15-16). Equipped with an interesting object at hand to stimulate memory and talk, one which can also absorb and deflect the audience's scrutiny, the Show-and-Tell speaker presumably undergoes less stress than language learners undertaking other forms of public speaking.

The Show-and-Tell Activity in Class

In our Japanese academic high school, we team-taught our English classes; four Japanese teachers of English (JTEs) each taught two classes, assisted by one native English-speaking Assistant English Teacher (AET) in turn. The classes, each comprising 40 first-year high school students, met weekly for 50 minutes in the language laboratory. During most class time, we followed a Monbusho-approved Oral Communication B syllabus listening text and its taped exercises. We used Show-and-Tell as an oral exercise to help our students overcome affective barriers to speaking English. Unlike native speakers, they were unable to speak spontaneously in English, so they prepared speeches in advance.

At the beginning of each lesson, two students would give their Show-and-Tell presentation, so all the students performed the activity once over the course of 20 weeks. Students prepared a talk to last about two minutes, then wrote a draft of it in English, and a few days before their presentation had it checked by the AET for length, grammar, and usage. With no time for preparatory exercises, we were interested to see how well students could deliver their speeches without training or guided rehearsal.

During the 10-minute Show-and-Tell period, the audience was to listen attentively and to ask questions after each speech. The JTE would introduce the speaker and help show the objects or pictures, with the language laboratory video camera displaying the visuals on the students' television monitors. The AET would sit at the back of the room to check the audibility of the speech, and speakers who could not be clearly heard were asked to start again. Speakers could refer to their notes while speaking. Both teachers would ask the student presenter questions at the end of the speech, and the audience was encouraged to do the same.

The Questionnaire

Although the students all wrote and presented speeches which were comprehensible and interesting, we were concerned that the student audience asked few questions after each presentation. The activity lacked the lively interaction between speaker and audience we had hoped for. In hope of an explanation, we decided, therefore, to investigate our students' views of the activity. In a written questionnaire, we asked them what they thought of the activity, how they prepared their speeches, why they asked few questions, and how the activity could be improved. Their responses suggest some recommendations for improving the Show-and-Tell activity.

We gave our questionnaire to the students in their normal Show-and-Tell time slot after they had all completed the activity. The students completed the Lickert scale portions in English and wrote responses to the open questions in either English or Japanese.

Students' opinion of the activity

Did you enjoy writing your show-and-tell? (n=313)
Yes, I did (25%); Yes, a little (28%); So so (37%); Not much (5%); No (5%).

Did you enjoy speaking to the class? (n=314)
Yes, I did (17%); Yes, a little (27%); So so (35%); Not much (15%); No (6%).

Do you think you learned some English in your show-and-tell? (n=307)
Yes, I did (26%); Yes, a little (30%); Maybe (35%); Don't think so (7%); No (3%).

Did Show-and-Tell make you more confident about speaking English? (n=304)
Yes, it did (6%); Yes, a little (22%); Maybe (42%); I don't think so (21%); No (9%).

Do you want to do Show-and-Tell again? (n=311)
Yes (22%); Maybe (41%); No (37%).

More students enjoyed writing and speaking than did not, and the majority thought they had learned some English. But they were divided over whether or not their confidence had improved, and more students did not want to do the exercise again than did.

西洋の小学校で伝統的に行われている、Show and Tellについて、日本の高校で行った際の報告と、改善すべき点について報告する。

Speech preparation

How did you write your show-and-tell? (n=312)

First I wrote it in Japanese, and then I translated it into English (54%).

I wrote it in English from the start (46%).

Did you have your speech checked by a teacher? (n=310)

Yes (94%); No (6%).

If yes, was that step useful? (n=292)

Very useful (68%); A little useful (18%); So so (10%); Not much (3%); No (1%).

Slightly more than half of the students wrote their speech in Japanese and then translated it into English. This technique proved to be a barrier to comprehension (See students' comments below): Since the students used Japanese-English dictionaries during this stage, they inadvertently introduced English vocabulary that was unfamiliar to their audience—and to themselves.

Why the Students Asked Few Questions:

Did you ask any questions in show-and-tell? (n=313)

Yes (8%); No (92%).

If not, why not? (n=289)

I couldn't think of any questions (51%); I couldn't make a question in English (20%); I was embarrassed to ask a question (18%); Other (5%); No answer or two answers (5%).

Of the 92% who asked no questions, about half said they couldn't think of any.

Students' suggestions for improving show-and-tell:

A final open question asked for suggestions on how to improve the Show-and-Tell activity. We received 127 suggestions. After translating the suggestions in Japanese into English, we divided them into the following categories by keyword analysis (Nunan, 1992, pp. 145-149):

Suggestions to the speaker: speak more slowly (n=10), more loudly (5), more clearly (2); practice more (4); don't be shy (3); do your best (2); use a microphone (2); use gestures (1); put feelings into words (1); draw pictures (1); show no pictures, only objects (1); demonstrate more (1); use a bigger object (1); smile (1); and have fun (1).

Although the speeches were audible to the AET at the back of the class, the students themselves seemed to need a slower and louder delivery. In preparing students for Show-and-Tell, we should instruct them and explain why to speak more slowly and loudly than they find necessary for normal English conversation.

Suggestions for the audience: ask more questions (8); listen more attentively (1); have more communication with the speaker (1).

Suggestions directly addressing comprehension problems: use easier English (15); give the speech in Japanese too (5); explain new vocabulary (3); limit the use of Japanese-to-English dictionaries (2); hand out the scripts to the audience (2).

Only after we had carried out the survey did we realize how much lower was the actual level of our student's ability to hear and understand the speeches than we had expected. A native English speaker standing in the back of the classes would find all the speeches fully audible and comprehensible. Our non-native English speakers with medium level English competence, sitting closer to the speaker, found the speeches hard to understand, and as a result found the activity less interesting than we had expected. Our survey answered our question why the students could not formulate and ask the expected number of questions.

Recommendations

Based on the students' responses and our observations, we make the following recommendations for conducting a Show-and-Tell activity in a language class.

Students should practice writing directly in English so that they use vocabulary already largely known to them and their audience. Give the students quick training exercises in English writing, such as mind maps and brainstorming techniques (e.g. Hedge, 1988). Since new vocabulary will be inevitable, students should incorporate the explanation of new words as part of the activity of giving their Show-and-Tell speech.

Students should practice making questions. Teachers might have students practice formulating simple wh- content questions. As part of their Show-and-Tell speech preparation, students should read their draft speeches to partners, who then ask questions, and the responses to these can be incorporated into the final speech. This would serve both to practice asking questions and to augment the speeches with the student's own discoveries of their shortcomings and opportunites to amplify.

Presenters should be instructed to speak loudly, slowly, and clearly. Model speeches could be used at practice sessions to show the difference between conversation tone and pace, and that required for speeches.

The audience should form pairs or small groups after each Show-and-Tell to brainstorm questions for the speaker.

Conclusion

Show-and-Tell is a form of public speaking, and courses in public speaking usually include instruction in speech writing and presentation (e.g. Harrington & LeBeau, 1996). Due to time constraints, we could not give our students any preparatory exercises, but some practice in writing and asking questions should increase the learners' comprehension, participation, and hopefully enjoyment too.

We remain convinced that Show-and-Tell provides a relatively easy introduction to public speaking or a supplementary communication exercise, whether in one's own or a second language. Few Japanese high school students experience public speaking outside of their English classes. It is included in the Oral Communication C syllabus for senior high schools (Carter, Goold, & Madeley, 1993), but in our experience this oral syllabus option is by far the least popular of the three. Show-and-Tell, however, aside from being an exercise in public speaking, is also a chance to activate the goals of the Oral A and Oral B syllabuses, particularly in the ideal form outlined in the suggestions above. It requires basic composition and writing skills, the ability to adjust language to an audience, and the ability to ask and answer questions. In the form which we chose to use, it also provided a valuable warm-up activity and a chance for every student to have regular and direct contact with the foreign language teacher.

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policy. Until a system is introduced which provides a sense of checks and balances, ameliorating the potential for employment abuse, Japan's educational system will produce a new wave of dismissed academics, many of whom will no doubt seek justice in the courts.

Note

[1] An astronomer of my acquaintance wants university language education outsourced to local *eikaiwa* schools: "After all," he says, "Students don't learn how to drive at university, but at special drivers' education schools."—*ed.*

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Pre-Registration Fees 事前登録 (Deadline: postmarked by Sep.10)

	1 day	2 days	3 days
JALT Member 会員 (current as of Oct.)	¥8,500	¥12,000	¥15,000
Conference Member 一般	¥11,500	¥16,000	¥19,000
On-site Registration Fees 当日登録			
JALT Member 会員 (current as of Oct.)	¥10,000	¥14,000	¥18,000
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Pre-Registration Deadline: September 10; Presenters, August 27.

Role Plays for Listless Language Learners

Gabriel Yardley
Nanzan University

The activities described in this integrative and associative approach to teaching vocabulary require the participation of the debonair James Bond in the film *Dr. No* and the resourceful Little Red Riding Hood (*Akazukin-chan*). They involve the narration of personal experiences of fear, the use of a video clip, and mimed role plays by intermediate language learners. The intention is to activate and reinforce acquisition of lexis related to "getting physical," and as learners are challenged to provide output to a partner and not the instructor, the activities are less inhibiting, more motivating, and thus more enjoyable. Both the topic of fear and the techniques of video, miming, and guessing are chosen deliberately to reorient students from any habitual, passive, role of "learned listlessness" in the classroom.

Activity 1

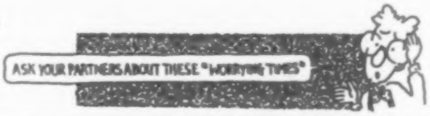
Most of us have experienced an unnerving or frightening situation, and in order to generate a little interest in our experience we need to recount the events which led up to the situation. It is also easier for the learner to empathise if we also describe how we felt, how we reacted to it all. Before teaching any vocabulary, the instructor can narrate such an experience and then intermediate level learners can be provided with the questions in Worksheet 1 (which may also be set as homework) to generate discussion with a partner regarding similar incidents.

Activity 2

The instructor should mime the basic meanings of the physical vocabulary, and once these are understood, learner pairs can test each other by miming, too. (The items presented are adapted from vocabulary exercises in Thomas, 1995, a class text.)

Ways of Looking
to frown, to peer, to stare, to glare, to gaze, to glimpse, to glance, to blink, to wink
Ways of Walking
to stagger, to stroll, to dash, to trudge, to limp
Body Movements
to clench your teeth, to crane your neck, to scratch your head, to sweat, to start, to doze
Nervousness
to feel faint, to hold your breath, to sweat, to stammer, to faint, to tremble

Worksheet 1


ASK YOUR PARTNERS ABOUT THESE "WORRYING TIMES"

When you were small, do you remember being afraid of anything?

Were you ever afraid of the dark? Thunderstorms? Being alone?

What sort of situations make you feel nervous or anxious? Exams? Travel?

Describe how your body reacts.

What do you do in order to stop feeling quite so nervous or anxious?

Can you recall a particular occasion when you were really worried or anxious?

How did you react?

Mime how you would get out of bed if you were
tired!
hungry!
drunk!
frightened!

Imagine that you wake up in the middle of the night and you decide to see what the time is. You reach over to your bedside night-table to get your clock. As your hand is reaching out for the clock, it is put in your hand! How would you react?

Activity 3

Learners then receive Worksheet 2, (the Dr. No Notebox) to focus their attention on the video-clip action about to take place and prepare for the first short discussion activity that follows. (*Dr. No* is obtainable from most video-rental stores. Instructors should consult copyright regulations regarding video playback.)

Our hero is awakened in the middle of the night by something strange in his bed. (From the opening sequence of the film—007's trademark walk across the screen— the scene is to be found 41 minutes later, and the segment lasts 90 seconds.) It can be replayed (stopping just short of showing 007 solving this tantalising little problem) to enable everyone to recall enough of the action to fill in the Dr. No Notebox. Initially, play-back of the soundtrack only serves to set the imaginative juices flowing.

Once the answers have been discussed, learners can then be asked to fill in the "Dr. No Notes—Scribble a Sentence" section in Worksheet 3 and to confer over their answers.

心配や不安に関連した考えを伝える教室活動について、学習者が話したり、演じたり、インフォメーションギャップのある教材に取り組んだことを報告する。

Worksheet 2

WHAT DO YOU THINK? MAKE NOTES ON WHAT YOU SEE IN THE FILM BUT DON'T DISCUSS IT WITH YOUR PARTNER UNTIL YOU HAVE FILLED IN THE NOTE-BOX BELOW!

Dr. No Notebox	
What time is it? Where is he?	
Why has he awoken with a start? What is under the bedclothes? How does he feel?	
What would you do in this situation? What will he do?	

Activity 4

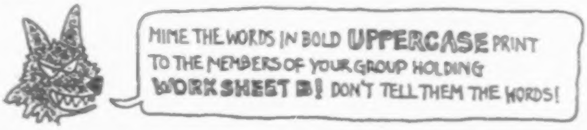
Finally, learners team up in groups of four comprising two sets of partners, each set having one of the two complementary cloze versions of Little Red Riding Hood on Worksheets 4A and 4B. (The words missing on one sheet are in full caps on the other.) Each team takes turns miming the words in full caps for the other team to guess. Many of the missing words are those previously taught. (This exercise is inspired by the version of Little Red Riding Hood presented by Morgan and Rinvolucri, 1996, p. 67.)

Worksheet 3

USE THE VOCABULARY TO SUMMARIZE WHAT HAPPENS IN THE FILM CLIP.
WHERE, OR WHEN DOES 007...

Dr. No Notes—Scribble a Sentence
. . . doze?
. . . start?
. . . crane?
. . . glance?
. . . stare?
. . . frown?
. . . glare?
. . . sweat?
. . . blink?
. . . hold? (What does he hold?)
. . . clench? (What does he clench?)
. . . dash? (What does he dash to?)
. . . stagger? (Where does he stagger to?)
. . . wipe? (What does he wipe?)
. . . rub? (What does he rub?)
. . . feel faint?

Worksheet 4A


MIME THE WORDS IN BOLD UPPERCASE PRINT TO THE MEMBERS OF YOUR GROUP HOLDING WORKSHEET B! DON'T TELL THEM THE WORDS!

WHENEVER YOU FINISH MIMING THE BOLD UPPERCASE LETTERS FROM YOUR VERSE, WRITE DOWN THE MISSING WORDS IN THE BLANK SPACES IN THE VERSES THAT THE 4Bs WILL MIME TO YOU.

Little Red Riding Hood **PULLED** on her **BOOTS**. She then picked up her **HEAVY BASKET**, full of Kinchan Noodles, **GLANCED** at her Swatch watch, and **CLOSED** the **DOOR** to her Sekisui House. She **STROLLED** through the forest, listening to the **BIRDS SINGING**, and happily **WHISTLING** the music to her favourite **SONG** by Da Pump.

Then she heard a noise which made her ______________; it was her tamagotchi! She ______________-ed closely at it, and was just about to ______________ it when something made her ______________ up. She ______________-ed on seeing a terrifyingly ______________ wolf with ______________ and bad breath, ______________-ing at her! She ______________-ed at him and began to feel ______________. Then she ______________-ed and ______________ away.

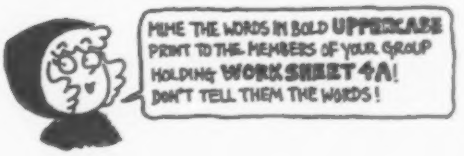
She DASHED through the forest, **SOBBING** now and again. She got very **TIRED**, and very **HOT**, and she was still **WIPING** her **SWEATY** face when she came to her **GRANDMOTHER'S HOUSE**. She rang the **DOORBELL**.

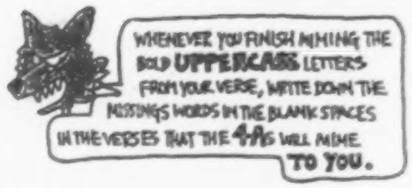
A ______________-ing voice ______________-ed: 'imrathaimatheee my dear Aka-Thukin chan!' She ______________-ed the door open, ______________-ed into the dark room and went in. The little girl ______________-ed and ______________-ed at what seemed to be her grandmother in bed. Her nose was ______________-er than she remembered it being, with long white sticking out of it. Furthermore, ______________ yellow ______________ had appeared under her thin grey ______________!

Something was wrong, and she **SCRATCHED** her **HEAD** thoughtfully and **FROWNED**. She **CRANED** her **NECK** to take a closer **LOOK**, and the wicked old wolf **GLARED** at her.

As her grandmother folded her arms, she ______________-ed a hairy ______________! She ______________-ed as she saw the end of a grey ______________ sticking out from under the Hello Kitty ______________, and the hand holding the heavy basket of Kinchan Noodles began to ______________!

Worksheet 4B


MIME THE WORDS IN BOLD UPPERCASE PRINT TO THE MEMBERS OF YOUR GROUP HOLDING WORKSHEET 4A! DON'T TELL THEM THE WORDS!


WHENEVER YOU FINISH MIMING THE BOLD UPPERCASE LETTERS FROM YOUR VERSE, WRITE DOWN THE MISSINGS WORDS IN THE BLANK SPACES IN THE VERSES THAT THE 4As WILL MIME TO YOU.

Little Red Riding Hood ________________-ed on her ________________. She then picked up her ________________ b________________, full of Kinchan Noodles, ________________ at her Swatch watch, and ________________-ed the ________________ to her Sekisui House. She ________________ through the forest, listening to the ________________-ing, and happily ________________-ing the music to her favourite ________________ by Da Pump.

Then she heard a noise which made her **FROWN**; it was her tamagotchi! She **PEERED** closely at it, and was just about to **FEED** it when something made her **LOOK** up. She **STARTED** on seeing a terrifyingly **BIG** wolf with **LONG EARS** and bad breath, **WINKING** at her! She **STARED** at him and began to feel **FAINT**. Then she **SCREAMED** and **RAN** away.

She ________________-ed through the forest, ________________-ing now and again. She got very ____-ed, and very____ , and she was still ________________-ing her ________________-y face.
When she came to her ________________, she rang the ________________.

A **TREMBLING** voice **STAMMERED**: 'Irrrathaimatheee my dear Aka-Thukin chan!' She **PUSHED** the door open, **PEERED** into the dark room and went in. The little girl **BLINKED** and **STARED** at what seemed to be her grandmother in bed. Her nose was **LONGER** than she remembered it being, with long white **HAIRS** sticking out of it. Furthermore, **LONG** yellow **TEETH** had appeared under her thin grey **CHEEKS**!

Something was wrong, and she ________________-ed her ________________ thoughtfully and ________________-ed. She ________________-ed her ________________ to take a closer ________________, and the wicked old wolf ________________-ed at her.

As her grandmother folded her arms, she **GLIMPSED** a hairy **WRIST**! She **STARTED** as she saw the end of a grey **TAIL** sticking out from under the Hello Kitty **FUTON**, and the hand holding the heavy basket of Kinchan Noodles began to **TREMBLE**!

Options and Caveats

The only words that those miming are allowed to speak are either "I'm afraid not!" (in response to wrong guesses regarding the missing words) or "Yes, that's right!" The Japanese Ping pong! is not acceptable. If the missing word should be beyond the guessing pair, those miming can trace the words on the backs of the guessing partners. Those guessing can also be encouraged to preface guesses with "Is it by any chance . . ?" Specific questions and handouts are necessary to initiate all these activities; vague verbal instructions introduced with the timid and unimaginative "Discuss . . . (e.g. being frightened)" leave the less confident or proficient trying to grasp the implications of the question before struggling to think of personal experiences which they might be able to weave into a number of sentences. The open-ended preliminary Activity 1 also encourages spontaneous reformulating and conversation. In Activity 4, most acting pairs surprisingly resisted the temptation to explain in Japanese, but some did try to explain in English.

If Activity 1 is repeated at the end of Activity 4, this time there should be little or no learner shock, or sense of what Littlewood terms "reduced personality" (p. 45) and hopefully students will be encouraged to use what Faerch and Kasper term "achievement strategies" rather than the "reduction strategies" which they may have had to rely on when first answering these questions. Overall, these activities take up to 90 minutes and review the following aspects of language learning: content specific language acquisition, guided conversation, free discussion, use of basic conversational hedges, writing, peer evaluation, prediction, and paralinguistic comprehension

Conclusion

On occasions, a college level EFL classroom setting may reinforce the role of "listless language learner" in some students, a fossilised role which has been both inspired and nurtured by their high school experiences of learning English: the monotony of the daily language learning challenge from the textbook. These activities may also, if only briefly, underscore the importance of learning materials that coax students away from the impaired learner-role that unwittingly perhaps, we occasionally reinforce in them, and encourage instructors to prepare materials which alter students' perceptions of their learner-roles. By emphasising the learning experience which is truly interactive and personal rather than passive and impersonal, learners do become what Littlewood terms "the main actors in the classroom" (1992, p.97).

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語彙力強化のための「ワードルーツ方式」の採用：語源学的見地からの一考察

ジョリー幸子
愛知淑徳大学

I．はじめに

1．研究の背景

語彙学習の重要性が最も基本的な言語材料であると認められているにも拘わらず（阿部、1995）、最近全国的にその受験者数が拡大しているTOEFL,TOEICそして英語検定等の標準テストを受験した学生達が、まず自分達の語彙力の少なさを痛感し、嘆いている場合が少なくない。その原因には、未知の語彙に遭遇した時の既知の語彙との有機的繋がりを推測する能力、または関連語への連想、応用能力の不足等が考えられよう。このことはまた、一般的に英単語の綴りや意味を丸暗記させる従来の中学、高校の英語学習の方法に大きな問題があることを浮きぼりにする事実でもある。

筆者は、語彙（英単語）の学習法に関し、「ワードルーツ方式」による語源的解説を用いたアプローチの効率性を高く評価している。しかし、今回の学生を対象としたアンケート調査で約８７パーセントの被験者がワードルーツを基盤とした語彙の学習は初めてであると回答していることから、本稿では、当方式で得られた学生達の反応をアンケート調査の結果に基づいて考えてみることにしたい（表１参照）。

表１　アンケート調査結果（全コース）

回答総数 質問		100名（全コース）					計
		はい			いいえ		
1）ルーツ方式による語彙の学習法は、当コースが初めてであった。	回答者数	87			13		100
	%	87.00			13.00		100
評価ポイント		5	4	3	2	1	
2）ルーツ方式を習得することによって、未知の（新しい）語彙を分析・理解するのに役立つと思う。	回答者数	50	45	5	0	0	100
	平均値	4.45					
	標準偏差	0.59					
3）ルーツ方式は新しい語彙を創造・構成する能力に繋がると思う。	回答者数	58	39	3	0	0	100
	平均値	4.55					
	標準偏差	0.55					
4）ルーツ方式は語彙力の強化に繋がるので、今後も継続して学習したい。	回答者数	57	37	6	0	0	100
	平均値	4.51					
	標準偏差	0.61					
5）ルーツ方式は今後の語学学習（例えばTOEFL、英語検定など）において実用的であると思う。	回答者数	56	38	6	0	0	100
	平均値	4.50					
	標準偏差	0.61					
合計評価ポイント		1105	636	60	0	0	1801
	%	61.35	35.31	3.33	0.00	0.00	100

2．研究の目的

ワードルーツ方式の導入目的は、語彙の意味上の最小単位(morphemic unit)の部分的な分析による理解と、それらの統合により未知の言葉の意味上の把握 、そして該当語彙やその語彙を含む文章、文脈などへの総合的類推、さらにはそれらの知識、技能を基盤として新しい語彙を想像、及び創造する造語能力などを涵養することにある。過去５年間筆者の担当したすべてのクラスにおいて、新しい単語や難易度の高い語彙が出現するたびに、それらについての詳細なる語源的な説明と関連した語彙（その活用形、同意義語、反意語、派生語など）についての解説、演習を実施してきた。

そして、1998年度前学期の受講生達に４月から７月まで学習したワードルーツ方式を授業のなかに教授法の一環として導入し、それについてのアンケートによる反応を分析してみた。

3．語彙とワードルーツ方式との関係

英語の語彙に関する学問を含む専門的分野をmorphology（形態論）と呼んでいる。Morphologyでは言葉の意味を有する最小の単位をmorpheme（形態素）と呼ぶが、それはさらにfree morpheme（自由形態素）と拘束形態素（bound morpheme）とに２分される。例えば "dogs"は単語ではあるが、"dog"というfree morphemeと複数形を示す "-s" のbound morphemeから成る複合語である。そしてこのfree morphemeとbound morphemeとの結合は、多くの場合、root（語根）と接辞（affix）の形となって現われる。Affixはさらにprefix（接頭語）とsuffix（接尾語）に２分される（下図参照）。

morpheme　（1）free morpheme
（形態素）　　（自由形態素）

（2）bound morpheme　a. prefix
（拘束形態素）　（接頭辞）
b. suffix
（接尾辞）

日本語の漢字が「偏」と「旁」という、いわゆる「部首」から構成されている類似点を考慮の基盤にした語源的な語彙学習の導入は、学習者に対しても、決して躊躇いを来すような授業法ではないと考えられる。例えば "un／fair／ness" という言葉を考えて見よう。 un-は否定のprefix、fairは「平等」の意をもつrootで形容詞、そして-nessは名詞形を示すsuffixである。日本語の「不／平等／性」と全く同じ組み合わせになる。同様現象が「非／人情／的」、「無／差別／主義」、「反／主流／派」など同様な現象には枚挙にいとまがない。

以上のような日本語と英語の語彙の基礎的な構成の類似点が理解されていれば、英語教育の現場におけるワードルーツ方式の導入は、語彙の積み上げ、累積効果をも考えると、多分に歓迎され得る可能性を含んでいると筆者は考える。

更に一見困難と見なされる文字数が多く、長い語彙でも、上記の prefix, root, suffix の原則に従って区切って観察し、その構成要素の前後関係をも熟考すれば、比較的容易に理解できるようになってくる。極端な例を挙げれば、Webster（unabridged）の辞書のなかで一番長い語彙は word root "coni"（"dust" の意）を含む：
"pneum ／ ono ／ ultra ／ micro ／ scopic ／ silico ／ volcano ／ coni ／ osis " で45文字から構成される英単語である。しかしこれなども、先述の morphemic 構成を考慮しながらワードルーツで切断していくと9部分に分割することができる。通常の英単語に書き変えると lung ／ beyond ／ small ／ looking ／ silicon ／ volcanic ／ dust ／ condition となる。したがって "a lung condition caused by volcanic silicon dust "と複合される。この意味的統合からそれは多分 miner's disease（炭鉱夫などの病弊）であろうとの推測が可能になる（Smith, 1966）。

4．ワードルーツ方式採用の指導内容

前述のように我が国では、伝統的に英語の語彙学習に関しての単語単位の詰め込み方法は、高校、大学への入試の際の筆記試験へのプッレッシャーがさら成る拍車をかけ、丸暗記法が普通の学習方法として採用されてきた。しかしそのような単語の構成部分の間に有機的な繋がりの存在しない単なる暗記術は、時間が経過するにつれて記憶が薄れてしまう傾向を持つといえよう。換言すれば、一定の時間内に努力して詰め込んで「学んだ」語彙でも、試験の終了後の memory span は長期的な持続性を持たない傾向がみられる。

そこで今回の研究方法としては、詰め込み、丸暗記式から各々の単語の構成要素と部分的意味を理解する作業により、文章全体の意味を把握する指導内容を目指した。以下はその指導内容の手順である。

（1）アンケートに参加した被験者達は以下の共通点を有する：
  1）全てが文科系の大学一年生である。
  2）全てが新設の外国語学部の学生達である。
  3）全員が英語コミュニケーション学科専攻生である。
  4）調査対象となった［English Conversation］と［Basic Writing］の2コース（各々2セクションずつ、合計4セクション、100名）は一年生の必修科目である。

（2）上記の通り、被験者全てが外国語学部英語コミュニケーション学科専攻の学生達であることから、筆者は当方式の理論的、組織的背景を初期において理解させようと試みた。そして「ルーツ英単語の教授法への導入」と題した handout を与え説明した（資料1参照）。

（3）各 skill course（conversation の二クラスと writing の二クラス）はともに同じ教科書を採用したので、研究に使用した vocabulary size は同数にすることが可能であった。

（4）第1週目から教材の内容に沿って出てくる対象語彙（ワードルーツを説明する必要性を帯びた語彙）を抜粋し、教師が黒板に表記する。

（5）自主的に挙手する学生がいない場合（現実にはその方が多いのであるが）、1人の学生を指名し、黒板に表記した語彙の意味上の切断作業（morpho-phonemic cutting ）を "slash after the ─ " という表現で解答させ、教師はその答えが正解であれば、単位ごとに斜線（slash）を入れていく。（間違った解答の場合には、なぜそこで切断されると考えたのか、その根拠を尋ねてみる。）

（6）次にその学生にその切断された単位ごとの意味上の説明をさせる。
［例］単語 "constellation" の場合：
学生（ルーツ方式導入初期においては日本語で解答してもよい）
  a．"con− は with の意の接頭語、stella は star の意の名詞で語根、−tion は 名詞語尾、従って、星が一緒になったった状態、すなわち「星座」と言う意味です．" のように解答できるよう訓練を開始する。
  b．以上の基本概念と実施方法に学生達が順応した2か月目の5月下旬ころからは、上記の日本語による説明、解釈法を英語で表現できるように指導する。
  " 'Con−' is a PREFIX , meaning 'with', 'stella' is a noun and the ROOT, meaning 'star' and '−tion' is a noun SUFFIX .
  Therefore, the word 'constellation' means 'a group of stars.' "

上記の方式を採用した授業を毎週繰り返し展開し、7月の第2週目、すなわち合計3か月半（14週間）後にアンケートを実施した。

Ⅱ．アンケートの実施．　結果及び分析

1．アンケートの構成

アンケートの内容は以下の3種類の回答を求める質問から構成されている。

（1）ワードルーツ方式による語彙の学習法の経験の有無。

（2）数値によって提示されるワードルーツ方式への被験者の主観的、あるいは客観的な判断。

（3）語句や文章によって示されるワードルーツ方式の採用に対する感想や意見。

2．アンケートの結果と分析

(1) 質問1）は各被験者が、中学と高校教育においてワードルーツ方式で学習したか否かの経験を調査するもので、4つの各クラスごとに見ると、「表2」の示す通り92%、88%、88%、80%で、全体では87%の学生が 初めてであると回答している。従って、英語語彙の多くの語源となるラテン語やギリシャ語等について意識し、又は考える機会を持った可能性のある学生は13%という結果が出た（表1参照）。

（2）質問2）から質問5）に対する回答は、下記のような5段

JALT 99 Key Point Guide

This year is our 25 year anniversary and we are excited to offer the best JALT conference yet. In addition to the world-class plenary speakers we have planned a variety of social events to encourage both a fun conference and the most valuable part of a conference—networking. Here is a small preview of what you will experience at JALT99.

Friday, Oct. 8, 1999

On-Site Registration 5:00 - 7:00 pm
Featured Speaker Workshops
Morning Session: 10:30 am - 1:30 pm—Afternoon Session: 2:30 pm - 5:30 pm

Saturday, Oct. 9, 1999

On-Site Registration 8:30 am on
Plenary Addresses and Dome Arena Events
Opening Ceremony and Plenary Address by Mario Rinvolucri
Plenary Address by Elizabeth Gatbonton
Plenary Speaker Presentation by Anna Uhl Chamot
Conference Theme Roundtable with Dick Allwright, Anna Uhl Chamot, Elizabeth Gatbonton and Mario Rinvolucri
Saturday Night Social Event: Banner Bash

Sunday, Oct. 10, 1999

On-Site Registration 8:30 am on
Plenary Addresses and Dome Arena Events
Plenary Address by Anna Uhl Chamot, Plenary Speaker presentations by Elizabeth Gatbonton, Dick Allwright, and Mario Rinvolucri
Presentation by Asian Scholar, Christianty Nur
Featured Speaker Special Theme Presentation by David Nunan
JALT 25th Anniversary Celebration Party: Sponsored by Pearson Education Japan

Monday, Oct. 11, 1999

On-Site Registration 8:30 am - 11:00
Plenary Addresses and Dome Arena Events:
Plenary Address by Dick Allwright, Plenary Speaker Presentations:
by Elizabeth Gatbonton and Mario Rinvolucri
Educational Materials Exhibition
Saturday & Sunday October 9-10, 9:00 - 5:00, Monday, October 11, 9:00 - 2:00

Social Events at JALT99

Saturday night networking event: Saturday, 2F Main Entrance Hall and Balcony. Enjoy a delightful evening under the stars with music, dancing, food and drink and professional networking.

25th Anniversary Celebration Party: Sunday Evening Main floor. Admission ¥3,000 - advance payment preferable (some tickets available at the door). Tickets include music, some food and drinks. A cash-bar will also be open. Celebrate JALT's 25th anniversary in style.

土曜日パーティー：土曜日午後（入場無料）2階正面玄関ホール。星空のもと、音楽、食事、飲み物、そして、素晴しい人達との出会いをどうぞお楽しみください。

祝25周年祝賀パーティー：日曜日午後、1Fメインフロアーにて。料金¥3,000。なるべく事前に申し込んでください。（多少の当日券もあります。）料金には音楽、軽食、ドリンク代が含まれます。その他、キャッシュバーを開設します。JALT 25周年のお祝いを盛り上げましょう。

Pre-Registration Form - for credit card users only

VISA and Master Card Users

Name: (M/F) Last	First	
Address: Home/Work (c/o) (in Romaji)		
Postal code:		
Tel (H):	Tel(W) :	Mem. No:
Fax(H):	Fax(W):	Chapter
Institution		

Pre-Registration Fees: (dead line: Postmarked by September 10, 1999)

事前参加登録（9月10日消印まで有効）

1	Conference Fees	1 Day	2 Days	3 Days	Cost ¥
	JALT Members 会員 (current as of Oct/1999)	8,500	12,000	15,000	¥
	Conference Members 一般	11,500	16,000	19,000	¥
	Are you a presenter ?	Yes No			
	Conference Days:	☐Oct. 9 ☐Oct.10 ☐Oct.11	Total ( ) Day(s		
2	Featured Speaker Workshop 大会前ワークショップ				
	JALT Members 会員 (current as of Oct/1999)	¥4,000/each x	Session(s)		¥
	Conference Member 一般	¥5,000/each x	Session(s)		¥
	Insert workshop codes	AM	1st choice:	2nd choice:	
	希望ワークショップのコード 記入	PM	1st choice:	2nd choice:	
3	Equipment 機材	☐OHP ¥2,000 ☐VHS ¥3,000 ☐Audio ¥2,000			¥
4	Celebration Party パーティー			3,000.00	¥

Membership Fees (You cannot pay membership only by card)	Office use	/ to /
Membership	☐New Member ☐Renewal	
Check in the boxes	☐Regular ¥10,000	¥
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Fax IS NOT acceptable

表2　アンケート調査結果（コース別）

<table>
<tr><th colspan="2">コース名
質問</th><th colspan="5">English Conv. Skills
(月2限) 25人</th><th colspan="5">English Conv. Skills
(火2限) 25人</th><th colspan="5">Basic Writing
(水1限) 25人</th><th colspan="5">Basic Writing
(金2限) 25人</th></tr>
<tr><td rowspan="3">1) ルーツ方式による語彙の学習法は、当コースが初めてであった。</td><td rowspan="2">回答者数</td><td colspan="3">はい</td><td colspan="2">いいえ</td><td colspan="3">はい</td><td colspan="2">いいえ</td><td colspan="3">はい</td><td colspan="2">いいえ</td><td colspan="3">はい</td><td colspan="2">いいえ</td></tr>
<tr><td colspan="3">23</td><td colspan="2">2</td><td colspan="3">22</td><td colspan="2">3</td><td colspan="3">22</td><td colspan="2">3</td><td colspan="3">20</td><td colspan="2">5</td></tr>
<tr><td>%</td><td colspan="3">92.00</td><td colspan="2">8.00</td><td colspan="3">88.00</td><td colspan="2">12.00</td><td colspan="3">88.00</td><td colspan="2">12.00</td><td colspan="3">80.00</td><td colspan="2">20.00</td></tr>
<tr><td colspan="2">評価ポイント</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>5</td><td>.</td><td>3</td><td>2</td><td>1</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td></tr>
<tr><td rowspan="3">2) ルーツ方式を習得することによって、未知の（新しい）語彙を分析・理解するのに役立つと思う。</td><td>回答者数</td><td>12</td><td>11</td><td>2</td><td>0</td><td>0</td><td>13</td><td>12</td><td>0</td><td>0</td><td>0</td><td>13</td><td>10</td><td>2</td><td>0</td><td>0</td><td>12</td><td>12</td><td>1</td><td>0</td><td>0</td></tr>
<tr><td>平均値</td><td colspan="5">4.40</td><td colspan="5">4.52</td><td colspan="5">4.44</td><td colspan="5">4.44</td></tr>
<tr><td>標準偏差</td><td colspan="5">0.63</td><td colspan="5">0.50</td><td colspan="5">0.64</td><td colspan="5">0.57</td></tr>
<tr><td rowspan="3">3) ルーツ方式は新しい語彙を創造・構成する能力に繋がると思う。</td><td>回答者数</td><td>14</td><td>9</td><td>2</td><td>0</td><td>0</td><td>13</td><td>12</td><td>0</td><td>0</td><td>0</td><td>15</td><td>9</td><td>1</td><td>0</td><td>0</td><td>16</td><td>9</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>平均値</td><td colspan="5">4.48</td><td colspan="5">4.52</td><td colspan="5">4.56</td><td colspan="5">4.64</td></tr>
<tr><td>標準偏差</td><td colspan="5">0.64</td><td colspan="5">0.50</td><td colspan="5">0.57</td><td colspan="5">0.48</td></tr>
<tr><td rowspan="3">4) ルーツ方式は語彙力の強化に繋がるので、今後も継続して学習したい。</td><td>回答者数</td><td>14</td><td>7</td><td>4</td><td>0</td><td>0</td><td>16</td><td>9</td><td>0</td><td>0</td><td>0</td><td>14</td><td>10</td><td>1</td><td>0</td><td>0</td><td>13</td><td>11</td><td>1</td><td>0</td><td>0</td></tr>
<tr><td>平均値</td><td colspan="5">4.40</td><td colspan="5">4.64</td><td colspan="5">4.52</td><td colspan="5">4.48</td></tr>
<tr><td>標準偏差</td><td colspan="5">0.75</td><td colspan="5">0.48</td><td colspan="5">0.57</td><td colspan="5">0.57</td></tr>
<tr><td rowspan="3">5) ルーツ方式は今後の語学学習（例えばTOEFL、英語検定など）において実用的であると思う。</td><td>回答者数</td><td>16</td><td>8</td><td>1</td><td>0</td><td>0</td><td>14</td><td>11</td><td>0</td><td>0</td><td>0</td><td>14</td><td>10</td><td>1</td><td>0</td><td>0</td><td>12</td><td>9</td><td>4</td><td>0</td><td>0</td></tr>
<tr><td>平均値</td><td colspan="5">4.60</td><td colspan="5">4.56</td><td colspan="5">4.52</td><td colspan="5">4.32</td></tr>
<tr><td>標準偏差</td><td colspan="5">0.57</td><td colspan="5">0.50</td><td colspan="5">0.57</td><td colspan="5">0.73</td></tr>
<tr><td colspan="2">合計評価ポイント</td><td>280</td><td>140</td><td>27</td><td>0</td><td>0</td><td>280</td><td>176</td><td>0</td><td>0</td><td>0</td><td>280</td><td>156</td><td>15</td><td>0</td><td>0</td><td>265</td><td>164</td><td>18</td><td>0</td><td>0</td></tr>
<tr><td colspan="2">%</td><td>62.64</td><td>31.32</td><td>6.04</td><td>0.00</td><td>0.00</td><td>61.40</td><td>38.60</td><td>0.00</td><td>0.00</td><td>0.00</td><td>62.08</td><td>34.59</td><td>3.33</td><td>0.00</td><td>0.00</td><td>59.28</td><td>36.69</td><td>4.03</td><td>0.00</td><td>0.00</td></tr>
</table>

階による評価ポイント方法を採用した：

全くその通りだ	....	5
その通りだ	....	4
どちらとも言えない	....	3
そうとは言えない	....	2
全くそうとは言えない	....	1

質問２）は、学習者の未知の単語に対しての語彙の部分的分析力、及びその結果としての統合的理解力を含めたdecoding skillに関して問うものである。各クラスの５ポイント中、4.45という高い平均値を示しているのは、被験者がワードルーツ方式の教授法としての効率性の高さをある程度理解しているからではなかと見受けられる。

質問３）は被験者がワードルーツ方式が今後の語彙作成能力、すなわちencoding abilityの可能性を意識しているか否かを問うものである。この回答の平均ポイントは質問１）よりもさらに高く4.55の値を示している。これは被験者がワードルーツ方式によって、棒暗記よりも、部分的な語意の理解によって、将来新しい単語、より高レベルの会話、作文のための創造力を培う一つの方法であると意識し始めていることを提示していると考えられる。

質問４）は被験者の、語彙力強化、拡大法としてのワードルーツ方式に対する「承認」と、「やる気」（afffective domain）即ちmotivationの持続、及び今後の学習への意欲を調査するものである。４クラスの平均値が4.51であり、その値から判断する限りにおいては、やはり、彼等の当方式に対する肯定的な姿勢が伺われる。

質問５）は最近とみにその存在、実施が増加傾向にある世界的な標準英語能力試験への関連性を問うものである。この質問に対しての回答は、４問中、一番低い4.50という数値を示している。その一つの根拠は、被験者が大学に入学し当方式を導入した授業に参加し始めて以来、まだ３か月半しか経ていない事が挙げられよう。その間に、彼等英語コミュニケーション専攻生達が実際に受験した標準試験はＴＯＥＦＬが２回のみで、まだワードルーツ方式と標準試験との関連性を実感できる体験の回数が少なく、認識が浅いという事が一つの要因であるかと推察される。

（３）最後に、回答用紙の裏側に、ワードルーツ方式に関して、被験者各自の意見、感想などがあれば文章で書くよう指示した。約８割近くの学生が何らかの反応を示したが、それらの反応を総括すれば、当方式を肯定的に受け止めている文が圧倒的であった。しかし、なにも所感を述べていない白紙の回答をどう解釈するか、そして又肯定的な内容ではあるが、短い語句で自己のルーツ方式採用に対する印象を記述した文章からは、本人の意図の強度が明快に把握できないという、調査の判断上のジレンマに陥った。従ってここでは紙幅の限界も相まって、合計４クラスの各クラスから、(a) １番肯定的、積極的な反応と思われるもの、(b) 対照的に（肯定的ではあっても）なにか否定的要素を含み、筆者の今後の英語教授法への一考に貢献し得る反応を含むものとを、１編ずつ、

計8名の意見、感想文を紹介する。括弧内の挿入語句は筆者の編集によるものである。

1）月曜2限　English Conversation Skills
  (a) 単語そのものを覚えるよりも、ずっと語いが増えるし、自分で単語を推量できるので、辞書をひく前に考えることができる。英語を勉強するうえで有益であるといえることはまちがいない。
  (b) 単語を分解して意味を理解出来るようになってきたけど、語根はギリシャ語やラテン語から由来しているため意味をとらえるのが困難だった。

2）火曜2限　English Conversation Skills
  (a) 初めて見た単語にスラッシュ（斜線）を入れるだけで意味が分かっておどろきました。それに、自分の力でその単語の名詞形や形容詞形を想像して書けるのもすごいと思いました。これからも教えてほしいです。力がつくと思います。ＴＯＥＦＬなどにこの力を活かせたらうれしいです。
  (b) ルーツ方式で学ぶことによって、語意（彙）が増えるのは確かである。でも私は、まだまだ語意（彙）を知らないので、ＴＯＥＦＬなどには、まだ役立っていない。でも、ルーツ方式は絶対いいと思う。新しく語意（彙）を作ったりすることもできるし、想像することができる。でも、そのためにもやっぱり多くの語句を知っておく必要はあると思う。

3）水曜1限　Basic Writing
  (a) 私はルーツ方式による語いの学習は初めてだったので、最初は全然難しくてわからなかったけど、何回もやっていくうちに理解できるどころか、楽しくなってきてすごく好きになった。もっと練習して語学力をもっとつけたいと思う。単語を英語で説明できるなんてとてもうれしかった。
  (b) 1つの単語を部分に分けることは難しいのでまだきちんとできない。もっと慣れたい。

4）金曜2限　Basic Writing
  (a) 1つの単語があらゆる単語と組み合わさってできていることを初めて知った。そして、ルーツで切った単語を発展させて、自分で単語を作るというすごいことを、勉強しているのだと思った。ルーツ方式を完璧にマスターすれば単語力があがる（と）思う。
  (b) 今までやったことのなかったことなので、こんなやり方があるとは思わず、びっくりした。でも、まだ習い始めて間がないので、ルーツ方式で単語を考えてゆくことはできない。いつかルーツ方式で考えられるようになると、すごいことだと思う。

Ⅳ．今後の課題と方向

以上のアンケート調査で得た数値結果と、文章による所感から、ワードルーツ方式そのものの導入に関しては、殆どの被験者達が肯定的に受け止めている事実が判明した。しかし、実際には更なる授業中での演習の継続と、その結果学習者達が（教師のリードなくして）、自ら方式そのものの特徴となる概念と行程を理解し、新語彙の分析力と創造力への発展、又英語こ使用して語彙の構成要素（ルーツ）の説明ができるようになるまでには、まだ1-2年間の訓練が必要であろう。

当研究の結果、気付いた点は、（１）対象となった2コース（4セクション）別の proficiency を測定し、その結果とアンケートの結果とを比較対照し、それらの数値の間の相関関係の有無について考慮する必要性があったと考える。（２）研究方法の改善策としては、クラスを experient course と controled class に分けて、学期の授業開始時と終了時に、目標とする vocabulary size すべてに関して、achievement test を実施し、その差を比較することによって、更に当方式導入に関する数値的意義を得ることが可能であったのではないかと考える。

次に、当方式導入に際しての教師の準備についても幾つかの問題点を挙げることができる。その一つは教師自身が語源的学習を重ねることにあるが、これは、参考文献録にも提示したように、幾つかの英語語源に関する参考書、あるいは辞書類の序文、またはワードルーツ方式を採用したテキストも最近では出版されているので、特にラテン語、ギリシャ語などの教育背景がなくても、研究、準備は可能である。教師が熱意をもって、新出単語に立ち向かえば、必ずやその熱意は学生にも通じ、decoding process から encoding process までの語彙学習のみでなく、その他の language skills の分野でも motivation factor が向上してくることと確信する。

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資料1
Handout

A．単語構成の仕組み
  1．English word ＝prefix＋root＋suffix
  2．prefix ＝formation of meaning
  3．root ＝main body
  4．suffix ＝formation of part of speech
B．目的：有機的、組織的語彙学習
  1．decoding skill ＝competence
  2．encoding skill＝performance
  3．etymological backgroud
    (a)birth of the word ; (b)formation／combination
  4．history／culture
C．Example（羽島、1985）
  1．発音記号から「単語」を、語根から各語の「意味」を類推発展させる。
    ACT（＝act, do, drive):

[ækt]	act	『動』行う、『名』行為、条例、幕
[ǽkʃən]	action	『名』活動、行動
[ǽktiv]	active	『形』活発な＊、積極的な ＊反意→passive 反意語の整理
[æktívəti]	activity	『名』活動
[ǽktər]	actor	『名』俳優
[ǽktris]	actress	『名』女優
[ǽktʃuəl]	actual	『形』現実の（＝real)*、実際の ＊同意義語の整理

  2．「単語形成」から、英単語の生い立ち、成り立ちを知り、意味を再確認する。
    「星」： ASTER, ASTRO, STAR, STEL

	aster		
	aster	isk	-isk（＝small）小さい星
	astro	logy	-logy（＝study）
	astro	nomy	-nomy（＝law）「法則」星の法則を研究する学問
	astro	naut	-naut（＝sailor）「水夫」
con	stella	tion	con-（＝together), -ion 『名』
dis	aster		dis-（＝ill), ill-starred. 星の位置の悪い事は中世の占星術では不吉、凶事とされた

Perhaps one of the more recognized discouraging factors facing students of English as a foreign language in Japan has been the notorious method of the building of vocabulary by rote "memorization" perpetuated in traditional study methods. In this article, the author investigates the introduction of a word-roots approach at the university level as a viable alternative, facilitating more rapid word recognition and providing a "game"attitude which sparks more enduring interest. Data complied from responses to a three-part questionnaire conducted in four classes with 100 subjects,indicate that a significant majority of those English majors are positively motivated by this approach. For the non-native instructors of English without a Greco-Roman linguistic background, the preparatory work may be more taxing , but the reward of building rich vocabulary resources while maintaining enthusiasm of the learners is worth the effort. It is hoped that many more Japanese instructors (as well as non-Japanese instructors) will be made aware of the utility and effectiveness of this type of etymological study of the English language.

Authors

James W. Porcaro has been an ESL/EFL teacher for more than 20 years, having taught in Los Angeles and, since 1985, in Japan. He worked for many years at a foreign language *semmon gakko* in Osaka where he was the academic supervisor. He is now an associate professor in the department of humanities at Toyama University of International Studies.

Yukiko S. Jolly received her doctorate in applied linguistics from the University of Texas, Austin, in 1971. Since then she has taught at the University of Hawaii, at Hong Kong University for the Japan Foundation, and after returning to her homeland in 1985, for 14 years at the Nagoya University of Commerce. She now teaches cross-cultural communication in the graduate program of Aichi Shuktoku University.

ジョリー幸子（Yukiko S. Jolly）は愛媛県立松山東高等学校を卒業後、米国南ダコタ州Yankton Collegeに留学（英語専攻B.A.）。その後、セントラルミズーリー州立大学大学院で英文学と言語学（M.A.修了）を学ぶ。同大学でアメリカ人学生達の英文法の講座を担当した後、テキサス大学大学院応用言語学博士課程で1971年にPh.D.を修得した。その後、ハワイ大学大学院専任助教授として主に教授法を担当。日本の国際交流基金（外務省）より派遣され英国国立香港大学日本語科に客員教授として赴任。4年間イギリス英語と広東語の世界を経験。この間中国やポルトガル領マカオなどで講演、視察した。約25年間の海外生活にピリオドを打ち、1985年日本に帰国。14年間名古屋商科大学で英語、異文化コミュニケーション等を担当したあと、現職に至る。現在の研究テーマは、Crosscultural Communication (特にノンバーバル・コミュニケーション)など。趣味は茶道、オペラ鑑賞。

The Jr./Sr. High School SIG

Barry Mateer

The Junior/Senior High School Special Interest Group was founded in 1993 as the Team Teaching N-SIG. Its main mission was to instigate research into team teaching and JET Program-related issues and to promote the professional development of those involved. In 1995, the name was changed to reflect the broader concerns of the membership and to encourage long-term junior and senior high school teachers in Japan to take a more active role within the SIG. At present, the main mission of the Jr./Sr. High SIG is to provide a focus in JALT for discussion and research of issues in the development of foreign language education in Japanese secondary schools. We aim to involve as many of our members as possible in SIG activities. We are a diverse group with a variety of different skills, interests and backgrounds. Our membership of around 130 includes 27% Japanese teachers of English. Other members are assistant language teachers (ALTs), teachers from overseas, representatives of publishers, overseas members, and teachers at university.

Speakers at Conferences and Chapter Events

The Jr./Sr. High SIG invites JALT chapters or others to contact us when looking for speakers in Jr./ Sr. High foreign language education. We have presented at JALT chapter events and JALT Regional Conferences, including the Hokkaido JALT Book Fair, Kobe JALT Spring Conference, Tokyo JALT Mini-Conference, JALT N-SIG Symposium, and JALT Kansai Mini-conference. Michael Reber, editor-in-chief of the SIG sponsored publication, *Holistic Student-Centered Language Learning Handbook,* has given workshops at three JALT chapter meetings. If interested in this free workshop, please contact him at 076-294-5761 (h); reber@neptune.kanazawa-it.ac.jp. In addition, the Jr./Sr. High SIG has organized a wide range of colloquiums and forums in JALT International Conferences: Team teaching, Making the classroom student-centered, Managing learning: Transitions in classroom roles, and Silent voices in the classroom: Gender and sexual identity issues. JALT99 will see our Forum on "The great change . . . What are we waiting for?" Four speakers will examine steps to help teachers pave the way for change in their classroom as well as in the school program itself.

Upcoming Event:
JALT Tokyo Metro Mini-Conference

On December 5, JALT Tokyo Metro chapters are sponsoring a mini-conference at Komazawa University in Tokyo with the theme of "Classroom practice: Forging new directions." The Jr./Sr. High and Teaching Children SIGs will sponsor a mini-conference within this mini-conference. Our SIG's featured strand will be "Reading: An overview." Several major publishers will have extensive displays of graded readers, books, and other materials for young readers. Four rooms are reserved for simultaneous presentations on reading throughout the day, including commercial presentations by the publishers. It will be a great opportunity to see a wide range of reading material and to learn how it is used.

Publications

Our newsletter, *The School House,* is published three times a year. Feature articles, including research in progress, are 1,000 to 1,500 words in length. My Share articles are up to 1,000 words on a successful teaching technique or lesson plan. Activity File submissions can be up to 500 words concerning an activity or game. School Close-Up articles introduce a school and its program. Looking Ahead informs our readers of upcoming events. Our website is at www.esl.sakuragaoka.ac.jp/tsh. Back issues of *The School House* may be requested from the SIG coordinator. Our other publications include *Studies in Team Teaching,* Kenkyusha,1994; *Japanese Schools: Reflections and Insights,* Yamaguchi Shoten, 1994; and *Holistic Student-Centered Language Learning Handbook for Japanese Secondary Foreign Language Education,* 1997.

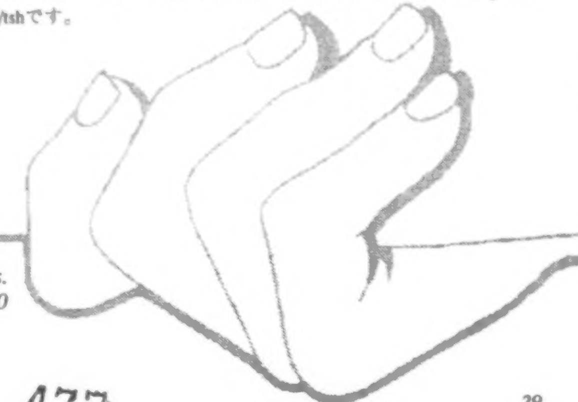
Coming Soon—Email Support Groups

The Jr./Sr. High SIG is setting up a list serve group so our members can exchange peer support from within the SIG, reducing the difficulties of isolation and lack of dialogue about our teaching.

Invitation

The focus is constantly changing within the Jr./Sr. High SIG according to the interests of our members. You are invited to join us and let your concerns take the Jr./Sr. High SIG into the next century. Barry Mateer, Coordinator; 1-12-5-101 Shukugawara, Kawasaki-shi, Kanagawa, 214-0021.

中学・高校外国語教育部会のニューズレター、The School Houseは年3回発行されます。会員、非会員を問わず、特に日本語での記事を募集しています。当部会のホームページは、www.esl.sakuragaoka.ac.jp/tshです。



This column celebrates JALT's many varied and vibrant chapters and SIGs. The co-editors, Joyce Cunningham and Miyao Mariko, encourage 800-850 word reports (in English, Japanese, or a combination of both).

Increasing Student Awareness and Motivation Through Fish and Chips

Michael G. Cholewinski
Nagoya Trident School of Languages

How many times have you heard from students in conversation classes, "It's difficult to speak because I'm shy"? Or, "I can't speak because I don't have enough vocabulary to say what I want to say"? I think it's fair to say that most teachers who have taught ESL in Japan have heard such statements and are all too familiar with the difficulties silence and reticence can create in class. Such statements about speaking English, however, should not be hastily dismissed as idle excuses, as they often reflect genuine affective barriers. In many cases, these barriers result from Japanese students' learning styles, which have been ingrained over many years. Simply dismissing excuses as trivial, or coercing students to speak through grades, tests, or other pressure tactics is unsupportive and perhaps even detrimental to their attempts to acquire English. What is needed are supportive activities that focus student attention toward dealing with these cultural hindrances, that enhance self-initiated conversations and self-governed turn-taking, and that help students cope with peer scrutiny.

This fun and challenging conversation activity called *Fish and Chips* offers just that. Fish and Chips provides students with an amazing amount of opportunities to speak, to increase their awareness about the cultural hindrances blocking language growth, while allowing for a natural introduction of strategies to utilize that awareness. With Fish and Chips, teachers can expect to increase not only their students' disposition to use English more freely but their English proficiency as well. And what's more, it's fun!

Preparation and Procedure

Fish and Chips works well at all student levels, and is best suited as an extension activity to a unit or larger topic. The only materials needed are a couple of boxes of poker chips and a classroom with chairs and white/blackboard. I've found that it is most effective to draw Figure 1 below on the board and refer to it as I explain the steps of the activity.

- First, arrange the chairs in two concentric circles facing in, with no vacant seats. Preferably have all positions taken voluntarily. The ratio of outer to inner students is not fixed, but 2-to-1 works well. Place a table in the center on which to put the supply of chips. See Figure 1.
- Next, explain that the main goal of Fish and Chips is to collect as many chips as possible, but that the only way to get a chip is to speak in English.
- Third, explain that the only place one can get chips is in the inner circle, as only those individuals have the freedom to speak. Those in the outer circle *must* remain silent (though be flexible and allow a little whispering). Each time a student speaks (asks or answers a question or makes a statement) he can take a chip from the supply in the center. Each turn in an exchange is worth one chip. Even a quick exchange of "Hi's" garners each student a chip, one for each "Hi."

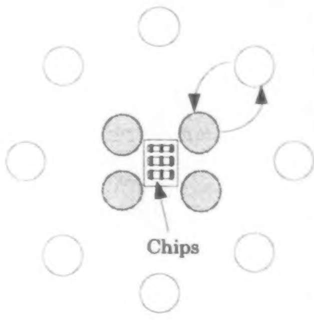


Figure 1

- Tell students that if individuals from the outer circle wish to get chips, they must take the initiative to stand up, tap *any* inner circle member, and change seats (non-negotiable act). I've found that it takes a bit of subtle coaxing at first to get this going. Conversely, individuals in the inner circle cannot leave until nominated by someone from the outer circle. Once in the center, students are free to join or start any conversation, and begin gathering chips. As the point of the activity is to get students to overcome their reticence to speak, students reward themselves with a chip for *any* English utterance, no matter how trivial it may seem.
- Stress that politeness is not a virtue in this activity, but getting chips is. Encourage students to be a little selfish and think of themselves and their own chip count when moving from the outer to inner circle. This often means interrupting conversations. Students handle this remarkably well, and the exchange often becomes comical, which helps to reduce the tension.
- To keep a steady supply of chips in the center and to stimulate competition, once students acquire 15 chips, they return them to the chip tray. Then those students write their names and chip-counts on the board, after which they can continue with the game. Once other students see this happen once or twice, they manage it by themselves very well.
- Make it clear to students that there are no rewards or punitive measures for participation or non-participation. Individuals are free to do as they please, as long as they follow the stated rules. This includes staying silent in the outer circle, though you'll find that most, if not all, will be drawn into the game at some point.
- Depending upon student level, participation, time

availability, teacher goals, or student interest, the activity can run from thirty minutes to over an hour.

While it is difficult, be extra patient the first time out with this activity. Usually, during the early stages there are many periods of awkward silence. Let the tension build, for it is the driving force in the activity. It may seem that very little is happening during this time, though in fact much is, as individuals are building up the courage to move or speak or formulate something to say. With some modeling by the teacher, students can see how very simple exchanges can garner two individuals many chips. It doesn't take long before students in the outer circle start working together through whispers and eye contact to make concerted moves into the center, where they can begin conversing to get chips.

Also, it is often the case that students take advantage of the chance to change seats and exchange simple greetings over and over again, creating a mini state of pandemonium in their bid to get chips. This is a natural reaction to a natural situation. The students are simply unsure, tense, and nervous. Have patience, and this will run its course. In time, students will settle into more measured exchanges.

Conclusion

This activity creates a lot of tension and is very challenging, perhaps especially so for Japanese students. Self-initiated conversations, self-governed turn-taking, and constant peer scrutiny clashes with much that is culturally and educationally ingrained within them. I routinely stop the activity (or wait until the end) to touch bases with the students on these issues.

As the aspect of public performance seems to be most intimidating to them, I remind them of the simple, though often overlooked, fact that one can concentrate on doing only one thing at a time. I tell students that if they are self-conscious about being observed by their peers, the easiest and most productive way to "escape" this feeling is to focus on what they want to say. My students were delighted to find that this worked; that once they "got into" a conversation exchange their peers miraculously "disappeared" from their thinking. Granted, it is a strategy with only temporary results, but results that can have wonderful long-term conditioning benefits for reticent speakers, once incorporated into their repertoire of communication strategies.

I also bring to students' attention the brevity of the exchanges that have taken place to a certain point in the activity. I point out that most have been *very* short and simple, yet they have produced many chips. Students soon realize that a limited vocabulary does not necessarily limit the production of worthwhile English. Moreover, as students have ample opportunities to hear new English words and phrases from each other, I encourage them to steal, mimic, or ask for clarification, as soon and as often as possible, as a means of enlarging their own vocabulary as well as getting more chips. Students very quickly realize they have the means to deal with shyness or reticence, and gain self-assurance each time they initiate those means. Subsequent language activities have shown me that my students have embraced this understanding and have expanded their confidence as well as their English skills. This is student empowerment at its best.

I have experienced nothing but positive results from this activity. My students have told me in various forms of feedback that, while very challenging, this activity and our discussions about it have helped them increase their confidence and willingness to speak. I believe that by using Fish and Chips you, too, can help your students to learn more effectively.

(**Fish and Chips* is the author's adaptation of an activity called Fishbowl.)

Quick Guide
Key Words: Speaking
Learner English Level: All levels
Learner Maturity Level: Jr. High - Adult
Preparation Time: None
Activity Time: 30-60 minutes

Anagram: A Vocabulary Development Game

Simon Capper
Hiroshima Suzugamine Women's College

"Anagram" is an entertaining and instructive lexical game, faster paced and more productive than "Scrabble," focusing on word formation and vocabulary expansion through the use of affixes and compounds. Among its many beneficial features are the following:

1. involves constant mental and verbal recycling of lexical items
2. may be played competitively or cooperatively
3. involves constant attention and concentration—players will not doze off or drift away!
4. valid for any level of language learner
5. may be played for fun or for specific language study—productive in either role
6. focuses attention on word formation and spelling.

The object of the game is to make words from randomly chosen letters printed on cards. Words may be "stolen" from other players by rearranging or adding letters to existing words. The winner is the player possessing the most words when no more words can be made from the communal pool of cards. Although the game was not originally designed for EFL, I have found no better, more enjoyable game in more than a decade of teaching.

Preparation:

If specific lexical points, such as affixes, are to be studied, it is worth giving students a homework sheet of common prefixes and suffixes, asking them to find further examples. Explaining that the homework is preparation for the game will usually ensure that the work is completed, although the game can easily be played without extensive preparation. The list in Appendix One may be useful as a worksheet for homework.

Prior to starting the game, the teacher should explain the concept of anagrams to the class. One good attention-getter is to start with famous people and have learners guess the name from the anagram. Among the examples I have used with adult learners are "old west action" (Clint Eastwood); "a long-insane warlord" (Ronald Wilson Reagan); "a darn long era" (Ronald Reagan); "Meg, the arch-tartar" or "that great charmer" (Margaret Thatcher); "huge berserk rebel warthog" (George Herbert Walker Bush); "he bugs Gore" (George Bush). Younger players generally require some explanation of these political figures, but two or three examples usually suffice.

Of course, these are too difficult for learners to create (too difficult for me too!), so we then move on to simpler examples, giving hints where required: "moon starers" or "no more stars" (astronomers); "the classroom" (schoolmaster); "World Cup team" (talcum powder); "contaminated" (no admittance); "dirty room" (dormitory); "teacher in vast poverty" (the Conservative Party); "evil's agent" (evangelist); "a rope ends it" (desperation); "here come dots" (the Morse Code); "cash lost in 'em" (slot machines); "alas! no more z's" (snooze alarms); "large picture halls, I bet" (the public art galleries); "I'm a dot in place" (a decimal point); "that queer shake" (the earthquakes); and so on.

For most levels these are still too difficult—merely illustrative of how challenging and amusing anagrams can be. I then write "tame" on the board and ask the class to give me an alternative. This usually generates "meat," "team," and possibly "mate." By adding one letter we can make "steam," and by adding one more, "master" or "stream." I then provide a list of simple additions for students to make: "thin"+k (think); "read"+b (bread or beard); "test"+a (state or taste); "know"+n (known); "heat"+d (death); all of which may occur in the game when one extra letter becomes available.

How to play

Players may play individually or in teams of two or three players (I suggest no more than 6 individual players, four teams of two, or three teams of three per game). The game is comprised of 90 letter cards, each card measuring approximately 3 cm by 4 cm. The frequency of letters' occurrence in the game is as follows: a=7, b=2, c=3, d=4, e=10, f=2, g=3, h=3, i=4, j=2, k=2, l=4, m=4, n=5, o=5, p=2, q=2, r=5, s=4, t=4, u=5, v=2, w=2, x=1, y=2, z=1.

The letter cards should be spread face down on the table in front of the players. Moving clockwise around the group, each player should then turn over a letter, one by one, until enough letters are revealed and a word may be formed and claimed by any player at any time (the fastest to spot a word and react must take it—in Japanese, *hayamonogachi*). It is important to stress this to players; if they hesitate, someone else may pick up the word they have spotted. This helps to ensure a keen competitive edge to the game.

Elementary-level players usually require more letters to be revealed than advanced players, but it is important not to let the game proceed too fast (20 open letters with a few vowels included are usually more than enough to produce a word). Claimed words should then be displayed clearly in front of the claimant. All words must be four letters or more. Acronyms, initialisations, abbreviations, plurals, third-person verb forms, personal names, and Japanese words are not permitted.

Players may make words at any time in the game. Equally, at any time, they may "steal" their opponents' words by adding one or more letters (only from the communal pool), or by rearranging an existing word. They may also safeguard their own words by addition or rearrangement. When stealing words, all letters of the original word must be used, plus additional letter(s) if available. Players may not steal just one or two letters from their opponents; they must use the whole (maybe rearranged) word. Examples include "sleep" —> "asleep" or "please"; "time" —> "timed"; "dare" or "read"—> "dread," "reader," or "reread"; "salt" or "last" —> "salty" or "salted," which may in turn become "unsalted." Similarly "beat" may become "table," "bleat," or "beast." Players should be encouraged to be constantly on the lookout for possible steals; if an opponent has "heat," an alert player should be on the lookout for "d" (death),"r" (heart), and maybe even "c" for "cheat." Stolen words may in turn be stolen by other players, for example, "read" (steal) "dear" (steal) "dare" (steal) "tread" (steal) "thread." All stolen words should be displayed in front of the player who has created them.

Stealing is facilitated by the affix preparatory work, but even if these affixes are not used in the course of the game, the preparatory work will still be of value in bringing word formation to the learners' attention. Compounds are also common enough to be of mention, for example "foot" + "ball"; "bath" + "room"; "girl" + "friend"; and so on.

My favourite anagram? It has to be the following: "To be or not to be: that is the question, whether 'tis nobler in the mind to suffer the slings and arrows of outrageous fortune" —> "In one of the Bard's best-thought-of tragedies, our insistent hero, Hamlet, queries on two fronts about how life turns rotten."

(This *Anagram* game is an adaptation for EFL of a word game originally produced by Oxford Games Ltd., Long Crendon, Bucks HP18 9RN, England.)

Appendix One:

Prefix or Suffix	Examples	Add an Example
RE	REread, REwrite, REview	*Recover*
UN	UNhappy, UNusual, UNkind	
CO	COpilot, COauthor, COworker	
SELF	SELFservice, SELFish, SELFmade	
PRE	PREview, PREmatch, PRElunch	
EX	EX-wife, EX-teacher, Exchange	
-Y	saltY, dirtY, lemonY	
-LY	slowLY, quickLY, friendLY	
-ED	waitED, talkED, playED	
-N	brokeN, driveN, spokeN	
-ER	playER, teachER, fastER	
-OR	actOR, inspectOR, doctOR	
-R	diveR, writeR, smokeR	
-IST	tourIST, motorIST, guitarIST	
-ING	hearING, talkING, waitING	
-ABLE	drinkABLE, readABLE, breakABLE	
-EST	fastEST, slowEST, tallEST	
-FUL	careFUL, hopeFUL, peaceFUL	
-LESS	careLESS, hopeLESS, childLESS	
-ISH	childISH, tallISH, warmISH	

Quick Guide
Key Words: Vocabulary
Learner English Level: All levels
Learner Maturity Level: Jr. High - Adult
Preparation Time: Varies
Activity Time: 30 to 90 minutes including explanation of game

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JALT 99

大会参加登録

参加登録の会員料金は、99年10月現在JALT会員である人にのみ適用されます。会員でない方及び10月の時点で会員期限が切れている方も、参加登録と共にJALT会費を支払えば会員料金で申し込めます。VISAやMaster Cardで参加登録費とともにJALT会費を支払うことができますが、JALT会費のみをカードで支払うことはできません。グループメンバーのJALT会費についてはカードでなく郵便振替にて支払ってください。群馬県公立校の教師の方々には会員料金が適用されます。申し込みについてはJALT事務局までお問い合わせください。

事前登録の締切：1999年9月10日(金)

大会参加登録の申し込み方法

99年9月10日(金)までに事前登録されると参加費が割引されますので是非ご利用ください。事務局は事前参加登録の申し込みを処理した後、8月以降にAcknowledgement Card (受領書)を発行します。大会当日この受領書(及び郵便局で支払った場合は郵便払込票)を大会会場の受付に持参し名札と大会パックを受取ってください。尚、大会会場での当日登録は大会前日の10月8日 (金)午後5時から7時迄及び大会開催中に行い、VISA及び Master Card も受け付けます。当日登録する会員は必ず会員証を持参してください。

国内での事前登録

(次の方法のいずれかにて申し込んでください。)

1. **郵便振替を使用**：添付の郵便振替用紙に、氏名・住所（ローマ字）・**参加日**・希望するワークショップの**コード**などを記入し、郵便局で支払ってください。振替用紙は1人1枚を使用し、足りない場合はJALT事務局に請求してください。
2. **VISA又はMaster Cardを使用**：25ページの申し込み用紙"Pre-Registration Form - for credit card users only: VISA and Master Card Users"に必要事項を記入してJALT事務局に郵送してください。

＊注意

1. 申し込み用紙は1人1枚を使用。
2. クレジットカードの所有者番号、所有者名、有効期限などの詳細を明確に記入。記載不十分なものは受け付けません。
3. 登録者の名前、住所、参加日その他必要事項を漏れなく記入。
4. 支払いは日本円以外受け付けません。
5. クレジットカードでJALT会費のみを支払うことはできません。
6. 申し込み用紙をJALT事務局へ郵送。Faxは受け付けません。

現金や小切手での支払いは受け付けません。

Book Reviews

edited by katharine isbell & oda masaki

A Novel Approach: The Shawshank Redemption. Elizabeth Gareis, Martine S. Allard, and Jacqueline J. Saindon. Ann Arbor: University of Michigan Press, 1998. Student book: pp. viii + 98. $16.95. ISBN: 0-472-08483-6. Teacher's manual: pp. vi + 106. $18.95. ISBN: 0-472-08484-4.

Usually, reading skills and video viewing skills are treated as discrete, unrelated areas in curriculum development and lesson planning. A new series from The University of Michigan Press, which includes separate books dedicated to *Being There* and *Fried Green Tomatoes*, seeks to mesh the two. Intermediate to advanced college-aged second or foreign language learners and their teachers will find much to praise in the series.

A Novel Approach: The Shawshank Redemption offers prereading, vocabulary, comprehension, and topical question exercises for this work of fiction, in addition to complementary group and pair work tasks for the movie adapted from the same work. The movie is viewed after reading the novel to "offer visual and oral reinforcement of vocabulary and idiomatic expressions and to give opportunities to compare and contrast. . ." (back cover of the student text). The text and the teacher's manual are easily used and contain extensive glossaries with slangy and offensive words clearly explained and tagged.

Shawshank is the name of an American prison, and the plot concerns a story about two convicted killers and their relationship over the course of more than twenty years "inside." The story raises all sorts of issues for journal writing, vocabulary work, topic-based discussion, and pair and group work. Suggested holistic language activities include vocabulary games, brainstorming and researching tasks connected to crime and punishment, reading from impressionistic journals, and even discussion of imagery in the Robert Frost poem, "Mending Wall."

One obvious drawback of the material is that the subject of the piece is missing. If you want to assign the novella written by Stephen King as required reading, you will have to order the 1982 King anthology, *Different Seasons*, whence it came. As well, the teacher will have to decide whether or not to rent or buy the video adaptation in order to take full advantage of the text. Teachers here in Japan will also have to consider whether or not to obscure or incorporate subtitles into the lesson, a point not covered in the teacher's manual. Finally, time is an unavoidable factor, particularly if this text is used for university classes which typically meet for weekly 90-minute sessions. The teacher's manual does allow for plenty of flexibility in covering all of the units; however, this material, even without the actual novella, could easily occupy at least a full semester of class time. Despite these drawbacks, the story and the material remain compelling and motivating.

One solution to the welcome dilemma of too much material and too little time is to simply summarize the key discussion issues and use selected scenes in class. The approach provided in the teacher's manual, which includes clear sample lesson plans and nine scene-based quizzes of ten questions apiece, worked well. The advantage of doing this means the relevant issues of race, crime, punishment, corruption, and homophobia could be treated with more care at a relaxed pace.

The text ends with a video project. Students are given detailed tasks, roles, and techniques on how to make their own dialogues and scenes partly based on the novel. Watching some or all of the recent Hollywood movie, learners complete previewing, viewing, and postviewing exercises and activities. Many of these require comparing and contrasting the novel with the cinematic treatment of the same. *A Novel Approach: The Shawshank Redemption* offers learners a fascinating way into a fictional work of remarkable universal power and grace, as well as ways of absorbing its layers of meanings from within and without.

Reviewed by Tim Allan
Kwassui Women's College, Nagasaki

Words for Work: A Vocabulary Workbook for Vocational English. Helen Joyce. Sydney: NCELTR, Macquarie University, 1998. pp. viii + 74. $16.95 AUD. ISBN: 1-86408-3093.

Words for Work is a valuable resource that will be of interest to both teachers and students. Ideally, as a text which aims to build vocabulary in the area of vocational English, it should be used by learners as a self-study book. However, since the book does not have a visually appealing presentation, *Words for Work* would be most suitable for self-motivated, advanced-level, adult ESL students who want to develop ways of learning new words whilst they are working or looking for work in an English-speaking country. In addition, intermediate/advanced EFL students who want to increase their English vocabulary outside of the classroom could use the book.

The aim of the book is for students to understand how words are formed in English and to develop new strategies to learn words whilst they are working. Students complete various written exercises such as writing words in tables and charts or analysing sentences with the aid of a dictionary as they review a broad spectrum of vocabulary acquisition techniques. All answers to written exercises are provided, so that teachers could easily select vocabulary enhancing activities to supplement their own lessons.

Section 1 explores different aspects of word formation such as the use of prefixes and suffixes and also includes an interesting exercise for students on etymology, while Section 2 looks at how words can be put together to make a new meaning. This section is especially useful as it contains up-to-date and accurate information regarding the use of words, for example, exercises on formally gender exclusive words are included. In Section 3, learners deal with synonyms, antonyms, and word sets. The section contains an interesting exercise for students who have either learnt British or American English as they learn equivalent words. Section 4 is helpful as it considers the difficulties students encounter when trying to guess the meaning of words from context, especially if they have a limited vocabulary. By looking at examples of written language from various work situations, factory, hospital, or restaurant, the students are given exercises to practice their prediction skills as "good readers always predict the words they are likely to read before they read anything and while they are reading" (p. 44). The book ends with a section on how to use a dictionary effectively, with exercises on putting words in alphabetical order, pronunciation, syllables, word function, spelling and checking the meaning. As the students have to use their dictionary for the previous four sections of *Words for Work*, perhaps this section should have been placed first in the book.

Words for Work should prove to be a useful resource to classroom teachers interested in helping students acquire vocabulary efficiently or to advanced EFL/ESL students trying to expand their vocabulary. The book provides a nice balance between theory and practice: All the activities are accompanied by suggested learning strategies. These help students to think about different ways of learning, using, and remembering words about work, and thereby the text fills a void in the area of vocabulary learning and teaching.

Reviewed by Heather Beveridge
Mie-ken Board of Education

Photocopiable Pairworks for Children. Alistair Graham-Marr and Junko Sato. Tokyo: ABAX Ltd., 1998. pp. 88. ¥3,000. ISBN: 1-896942-01-6.

This book is the latest contribution from the innovative ABAX publisher. The series of 20 pairwork activities that constitute the title are aimed at children ages six to eleven. I found the text useful with my adult students as well as learners of the target age, however. This flexibility results from the simplicity of design and consistency of purpose in each of the separate lessons. In addition, the pairwork structure is as engaging for adults as it is for children. Each lesson introduces a simple structure of English grammar, which is reinforced by introducing another very similar structure, in each subsequent lesson.

For example, the first lesson introduces the structure "Is it a cat?", and the next lesson introduces the phonetic change "Is it an orange?" Plurals are introduced by the fifth lesson with Lessons 6 and 7 covering the variations of plural pronunciation. By Lesson 14 the book has seamlessly moved onto "Are those mushrooms?" and rounds off at Lesson 20 with "What do you do?" The book is clearly intended as a whole course, with young learners knowing exactly what format the next pairwork exercise will take, thus ensuring the minimum of explanation time once the first few lessons have been covered. This greatly eases the teacher's task of introducing the target structure itself. Even here each lesson takes care of everything with a clearly illustrated example page of how the lesson should be completed. Supplied flash cards can help teachers further [illegible] preparation time.

Each lesson consists of ten interactions divided between Fox A and Mouse B sheets. In the case of Lesson 4 "What is it?" both sheets show people stooped over some grass pointing at a mystery animal hidden within. In response to the target form, each learner takes a turn to solve the mystery by guessing the identity of the hidden animal. An attractively illustrated, pre-taught column of animals and their names at the edge of the page provides the vocabulary learners need to complete the task.

When I first started using the book I was concerned about young learners finding the repetitive nature of the book tedious, but this did not really transpire. If anything, the consistency furnishes a safe and friendly framework for children to relax and get to know English in a usefully predictable way. The book also gives ample opportunity for children to experiment with intonation patterns and provides a solid grounding mainly in the vocabulary of animals, an area young learners enjoy mastering.

Although the book is expensive, it is photocopiable so that one copy is enough for every class. Forming a regular part of a lesson plan, or as individual teachers see fit, I can recommend it as a wholesome and winning exercise for young minds.

Reviewed by David Coulson
Niigata JALT

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of August. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

!Grohe, W., & Root, C. (1996). *Speaking globally: English in an international context* (student's, cassette). New Jersey: Prentice Hall Regents.

Homan, R., & Poel, C. (1999). *Developing expertise in social, intercultural, and recreational English* (student's, teacher's, cassette). Tokyo: Macmillan Languagehouse.

Shimizu, P., & Gaston, B. (1999). *Marathon mouth plus: A cooperative multi-skills conversation text for large classes* (student's, teacher's, cassette). Fukuoka: Intercom Press.

Dictionaries

!*Cambridge international dictionary of phrasal verbs*. (1997). Cambridge: Cambridge University Press.

For Teachers

Arnold, J. (Ed.). (1999). *Affect in language learning*. Cambridge: Cambridge University Press.

Brown, K. (1999). *Professional development series: Developing critical literacy*. Sydney: NCELTR.

Brown, K. (1999). *Professional development series: Monitoring learner progress*. Sydney: NCELTR.

Brown, K. (1999). *Professional development series: Teaching disparate learner groups*. Sydney: NCELTR.

Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.

Cameron, L., & Low, G. (Eds.). (1999). *Researching and applying metaphor*. Cambridge: Cambridge University Press.

Chamot, A., Barnhardt, S., El-Dinary, P., & Robbins, J. (1999). *The learning strategies handbook*. New York: Addison Wesley Longman.

*Davis, P., Garside, B., & Rinvolucri, M. (1998). *Ways of doing: Students explore their everyday and classroom practices*. Cambridge: Cambridge University Press.

Doughty, C., & Williams, J. (Eds.). (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.

Joyce, H., & Burns, A. (1999). *Focus on grammar*. Sydney: NCELTR.

*McCarthy, M. (1998). *Spoken language and applied linguistics*. Cambridge: Cambridge University Press.

!Malmkjaer, K., & Williams, J. (Eds.). (1998). *Context in language learning & language understanding*. Cambridge: Cambridge University Press.

Martin, S. (1999). *New life, new language: The history of the adult migrant English program*. Sydney: NCELTR.

*Milanovic, M. (Series Ed.). (1998). *Studies in language testing: Multilingual glossary of language testing terms*. Cambridge: Cambridge University Press.

*Ziemer, M. (1999). *Grammar contexts: A resource guide for interactive practice*. Ann Arbor: The University of Michigan Press.

Computers

Corbel, C. (1999). *Computer literacies: Working effectively with electronic texts, office 97 version*. Sydney: NCELTR.

Advertiser Index

IFC = inside front cover, IBC = inside back cover,
OBC = outside back cover

Dyn Ed	47
Nichigai	IBC
Pearson Longman	OBC
Pearson PHJ	IFC

JALT News

edited by thom simmons

1999 JALT Elections

The National Nominations & Election Committee finished the nominations process on June 21, 1999. The four National Officer vacancies to be filled are President, Vice President, Membership Chair, and National Recording Secretary. The duties were described in the April and May *Language Teacher*. Postcard ballots will now be prepared and distributed to the membership. Here are the candidates:

President (2)
- Thom Simmons
- Jill Robbins

Vice President (3)
- Tanaka Kimiyo
- Amy Yamashiro
- Ishida Tadashi

Membership Chair (1)
- Joe Tomei

Recording Secretary (1)
- Amy Hawley

Write-ins are also possible.

Information from candidates is posted on the JALT internet Lists: JALTEXBO, CHAPREP and SIGNIF. Be sure to look for their statements and biographies here in the September *Language Teacher*.

The upcoming election will decide the officers above for the two years of anticipated transition to Non-Profit Organisation status (pending but not as yet confirmed). Your officers at the Chapter, SIG and National levels are those YOU choose. By all means, cast your vote this year. If you have any questions, you may ask them through your SIG or Chapter Officers or on JALTEXBO. Participation and a steady interaction with your officers and candidates is invaluable to maintaining JALT's democratic process.

There will be a chance for you to meet the candidates at the JALT99 conference this year. They will be available to answer questions and hear you out. Keith Lane, the NEC chair, has posted the meeting schedule to the lists:

Presentation Number: 1140
Title: Meet the Candidates (for Nat'l Offices)
Format: Meeting
Main Presenter or Contact: Keith Lane
Presentation Day: Sunday, Time: 1:00-1:45
Room#: 1F Corri
Summary: Get to know the candidates for national offices before you vote. All candidates for national offices will be invited to speak for assembled interested voters and discuss and debate the future directions of JALT.

We cannot stress how important it is that you consider the candidates and vote. Voter results in the last seven JALT elections have been about 3% of the members. Greater participation is a must. With the internet and the conference, there is no reason why most people in JALT cannot get a good look at who will be spending your ¥10,000, steering this organisation and planning your conferences for the years to come. Invest some of your time in JALT and vote this year, please.

1999年JALT選挙について

全国役員選挙のノミネートが1999年6月21日に締め切られました。今回は、会長、副会長、会員担当委員長、そして書記の４つのポストです。会長には、Thom Simmons氏とJill Robbins氏が、立候補しています。副会長には、Tanaka Kimiyo氏、Amy Yamashiro氏、そしてIshida Tadashi氏の3名が立候補しています。そして、会員担当委員長にはJoe Tomei氏が、そして、書記にはAmy Hawley氏がそれぞれ名乗りを上げておられます。

各役員の職務は、ＴＬＴ４月５月号をご覧ください。投票用紙はただ今準備中です。選挙に先立ちまして、立候補者と皆様の質疑応答の機会を全国選挙委員長Keith Lane氏がJALT99で設定しました。場所、時間、形式については英文をご参照下さい。

なお、昨年度は非常に投票率が低かったのですが、このようなことがないよう、会員の皆様の投票を期待しております。

Update from the JALT National Treasurer

In an effort to raise funds and its profile, JALT has applied for several grants during the summer, notably to one of the more prestigious, The Japan Foundation, for the Asian Scholar visit from Indonesia.

The professional audit firm Deloitte Touche Tohmatsu started their audit of JALT's financial records on June 24. They are hired to check the records and source documents to ensure fairness and accuracy in reporting, as well as to issue a management report containing advice on what needs to be done to ensure the smooth operation of JALT's bookkeeping, financing and other operations. All reports from the Treasurer, the Audit Committee and the Finance Committee can be accessed via the *JALT Executive Newsletter* (JENL) available from your chapter or SIG officers, or on line at www.seafolk.ne.jp/kqjalt/jenl.html.

Grant funding went to chapters and SIGs on June 22. Membership fees and accounts receivables for supplies were collected. After these Executive Board budget approved transfers were completed, JALT chapters maintained post office account balances of ¥13,173,959 and SIGs ¥5,516,780 for a grand total of ¥18,690,739 as of June 22, 1999.

Chapters ranged from a low of ¥147,423 in probationary Iwate to a high of ¥1,003,058 in Hokkaido, which recently hosted a popular conference. SIG postal accounts ranged from a low of ¥13,631 in Foreign Language Literacy, which donated their grant back to JALT, to a high of ¥991,803 in CALL which also recently hosted a well-attended conference in Kyoto.

David McMurray, JALT National Treasurer

(下記の文は先月号の訳文です。)

予算の現状について

1999年5月15日の会議で、運営委員会は編集委員会委員長のビル・アクトンから予算の現状報告を受けました。本年度いかに予算通りに運営ができるかという方法をひとつひとつ細かくアウトラインしてくれました。TLTは次のような対処をしてみます。(a) 全体のページ数を減らすため、レイアウトとインフォメーションの配置変更、(b) 表紙のコストを下げる、(c) 著者からの論文は短く簡潔にしてもらう、(d) 海外でのオプションを模索し続ける等です。JALTジャーナルの予算に関する方策は、(a) 秋の号を出版しないが、2000年の5月号の量を50%増量する、(b) 2000年の5月号の海外での印刷の可能性をさぐるべく更なる努力をする等です。もし出版側が出版の可能性を見い出せなければ、1999-2000年度のJAMは4月に会員の皆様に送られたものだけになります。

ここで強調いたしたい事は、上記に述べたオプションは予算状況に合わせて実行されるという事です。また、これらのオプションは昨年度の収入の減少によって生じたものだという事も合わせて強調したいと思います。JALT編集委員会は、妥当な収入線を打ち出して、1998年度には予算内でうまく運営しておりました。残念ながら、計画に沿って収入が入ってこなかったのです。広告が減り、会員数も減ったからです。また学会参加者は減ったのに、郵便料金も経費も上がりました。JALT出版はあらゆる面から打撃を受け、編集委員会は経済的状況を調整しようと責任をもって立ち向かってきました。最終的には次のように決まりました。予算内におさまるように、200万円が編集委員によって捻出されます。ＪＡＬＴジャーナルの秋の号を延期することにより、120万円と、様々なTLTの変更で60万円、2-3編集委員会の委員による匿名の寄付が25万円等の節約を含んでいます。ＪＡＬＴは11月のJALTジャーナル延期の仮決定と同様に、JAMの次号の出版延期を誠に遺憾に思っております。財政上の問題がこれらの延期をやむなくしております。この状況が変わりますように望んではおりますが、すぐに変わるかどうかは残念ながら定かではありません。

ジーン・ヴァン・トロイヤー、JALT会長

JALT本部の新しい会計チーム

帳簿担当の加納幸枝さんが本部を去ることになり、お別れの意を表したいと思います。加納さんは３年間終始一貫して我々に協力してくださいました。その前は、非常に熱心で友好的なボランティアとして活躍してくださいました。幸枝さんは米国在住となり、「元気でやっておりますので皆様によろしくお伝えください」との事です。(Aimlight@aol.com)が彼女の新しい住所です。新しい会計課の電話番号は03-3837-1633です。

デイヴィッド・マクマレー、JALT会計係

岐阜支部の活動報告

5月30日に朝日大学で、JALTの岐阜会員20人が第四回目の支部会を開きました。Brad Deacon氏の[Timed Conversation]の発表後、役員を選出いたしました。会長はSteven Bohme、副会長はBaden Firth、運営委員長はPaul Doyon、会員委員長はGeorgina Read、会計係はTeresa Kannenbergとなりました。14人が会員になりました。ただ今の時点で、40人が岐阜支部の会員として登録されています。

Please send all official news concerning JALT administration to Thom Simmons, TF 045-845-8242, malang@gol.com (English) or to Sugino Toshiko RXE21345@nifty.ne.jp (Japanese) before the 15th of the month for publication in the issue of the second month following (i.e., in about 6 weeks).

JALT99

edited by dennis woolbright

Why Go to JALT99?

If you are new to JALT, new to Japan, or just new to conferences in general, you may have asked this question. On a very practical level, one reason I go is to learn new ways to better teach my classes. Even if we don't hear any new ideas, old ideas rehashed help inspire new ideas. Immersed in an environment where everyone is involved in the teaching of language helps to rejuvenate and invigorate us. Every time I come back from a conference, I feel refreshed and ready to start anew.

Gunma will also be a good place to meet and talk with other people who have had similar experiences in Japan—not only the challenges of teaching, but also the joys and frustrations of daily life in such an alien place as Japan can sometimes seem to be. It makes me feel good to be able to communicate with people fully, at real speed, and with a complexity that makes communication in one's own language challengingly enjoyable. It gives me the feeling of being at home with others who have similar ideas and backgrounds. It is very comfortable to talk with and understand others without having to prepare a lesson on how to do that. It is also a place where I have made some close and rewarding relationships. There are also some pretty wild parties!

My first JALT conference seemed pretty confusing, however. All those presentations, which ones should I attend? All those people, how could I meet them? That was about fifteen years ago I've been to a lot of conferences since then and will be in Gunma again this year.

Cost is another factor to consider; check with your school and see if they will cover some or all of the expenses of the conference. If you can convince them that this conference will make you a better language teacher, many schools will sponsor you for this conference. Even if you have to pay from your own pocket, the benefits you receive will far outweigh the expenses.

What exactly is the Jalt International Conference anyway? Very simply, it is where about 2000 language teachers gather to hear well over 500 presentations, poster presentations, colloquiums and round table discussions on a variety of subjects related to language teaching. Also there are famous plenary speakers and a huge publishers' display (Education Materials Exhibition). There are also parties, a job search center, and lots of networking opportunities.

There are several ways to get all the details on the conference. Look in your June pre-conference special edition of The Language Teacher. Go to the website at <http://www.jalt.org/conferences/>. For information or registration, you can contact the JALT Central Office at t: 03-3837-1630 or f: 3-3837-1631. Also, although it is a little more expensive, you can register at the door on the days of the conference.

Bulletin Board

edited by david dycus & kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a paragraph format and not in abbreviated or outline form.

Call for Participation: ***12th World Congress of Applied Linguistics*** (AILA '99 Tokyo)—The AILA '99 Tokyo world congress will be held from August 1-6, 1999, at Waseda University, Tokyo. The theme of the congress is "The Roles of Language in the 21st Century: Unity and Diversity." Approximately 1,000 papers will be delivered, 110 symposiums held, and 120 poster presentations given at AILA '99, representing every field of applied linguistics. In addition, two plenary session speakers will be featured—Professor Yasushi Akashi and Professor Henry Widdowson. There will also be four special symposiums that should prove of interest to JALT members: "Applied Linguistics: Today and Tomorrow," "Kanji Culture: Uniqueness and Universality," "Language Education," and "Assistive Technology." JALT members are cordially invited to attend this event. For further information, please refer to our homepage at langue.hyper.chubu.ac.jp/jacet/AILA99.

Call for Participation: ***JALT Tokyo Metro Mini-Conference***—The Tokyo area chapters are jointly sponsoring a one-day conference on Sunday, December 5, 1999, at Komazawa University from 9:30-17:00. Its theme is "Classroom Practice: Forging New Directions." The Junior and Senior High SIG and the Teaching Children SIG will host the Featured Series Presentations on Reading, with both teacher and publisher sessions about teaching reading.Visit the website at home.att.ne.jp/gold/db/tmmc or contact the program chair (contact information below) for details.

Show & Tell (15 minutes) and short papers (20 minutes) submissions are also due by Sept. 25. Include a 50-75 word summary of your favorite classroom activity, learning strategy, or game or present a mini-paper on your teaching and research. See July *TLT* or the website for submission details. Contact: David Brooks; t/f: 042-335-8049; dbrooks@planetall.com.

Acceptances will be sent in September.

Call for Presenters: ***JALT99 Material Writers SIG Roundtable***—The Material Writers SIG is looking for published authors to take part in their JALT99 Roundtable on the theme of "Publishing in Japan." The roundtable will feature representatives from Japan-based publishing companies advising prospective authors on how to get published, as well as published authors who will share their own publishing experiences. We are looking for authors who would like to participate in a roundtable and who can give advice to up-and-coming authors. To take part in the roundtable or for more information, please contact Christine Chinen: Material Writers SIG Program Co-Chair; t/f: 092-812-2668; chris@kyushu.com.

Call for Participation: *NLP Training Courses*—NLP (Neurolinguistic Programming Association and MetaMaps) are proud to announce courses to be given in Nagoya and Tokyo by Richard Bolstad and Margot Hamblett, Master NLP and Hypnotherapy Trainers from New Zealand. In Nagoya, at Nanzan University, they will offer a two-day Introductory Course with bilingual interpretation from July 31 to Aug. l, followed by a four-day Educational Hypnosis Course from Aug. 2-5. Participation in the Educational Hypnosis Course is restricted to those who have completed the Introductory Course or who have a NLP Practitioner Certificate. In Tokyo, at Tokyo Jogakkan Junior College, they will again offer a two-day Introductory Course from Aug. 7-8, followed by the four-day Educational Hypnosis Course from August 9-12. The same restrictions noted above apply to the Educational Hypnosis Course. For those wanting the NLP Practitioner certification, further training is available August 14-19 and 21-26. For more information in Japanese contact Momoko Adachi; t/f: 052-833-7968. For information in English contact Linda Donan; t/f: 052-872-5836; donan@hum.nagoya-cu.ac.jp; or Sean Conley; t: 0427-88-5004; Sean.Conley@sit.edu.

***The Language Teacher* Staff Recruitment**—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional meetings, online and face-to-face. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant.

Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp.

Special Interest Group News • 研究部会ニュース

edited by robert long

All SIG contact information has been placed after the column for your convenience. 各専門部会への連絡先は、コラム後半をご覧ください。

Bilingual SIG—At the JALT99 conference, volume 5 of the *Japan Journal of Multilingualism and Multiculturalism* will be on sale. Volumes 2-4 of the journal and all our monographs will also be available.

JALT99 大会 において「多言語多文化研究」5号を販売いたします。「多言語多文化研究」2-4号、また、全てのモノグラフもまだ在庫がございます。

CALL SIG—Have a good idea for using computers in language learning? Get it published and contribute to JALT CALL SIG's newest publication, slated to come out in the fall of 1999. We are looking for short practical articles to compliment our previous two theoretical collections. Submissions can be made by email, floppy or through the web. See how to format your idea, along with an example article, at jaltcall.org/pub99/ or email editor Kevin Ryan at pub99@jaltcall.org or ryan@gol.com.

コンピューターを使用しての語学学習に関する良い指導案がございましたら、ぜひ９月発行予定の当部会の学術誌への寄稿をお願いいたします。詳細は、Kevin Ryan(連絡先は英文参照)または、当部会サイトまで。

CUE SIG—Now searching for candidates for the CUE Merit Award for Newcomers to College Teaching. This award honors outstanding (L1 or L2) educators who have been teaching at the junior college or university level in Japan for no more than three years. Candidates need to be nominated by JALT members, and finalists need to submit an essay. For more information, contact Bern Mulvey: mulvey@edu00.f-edu.fukui-u.ac.jp.

CUE Merit Awardは、大学英語教育の改善に参加し、特に貢献していると思われる日本全国の大学で教え始めて３年以内の者（日本人でも外国人でも可）に贈られる賞です。JALT会員に指名された候補者は、当研究部会に論文を提出し、その後、部会会員により受賞者が決定されます。詳細は、Bern Mulvey（連絡先は英文参照）まで。

OLE—The Other Language Educators (OLE) affiliate SIG has issued its NL13, containing its statement of purpose in various languages for teachers probably interested in JALT and in this SIG. It also contains the revised contributions from the SIG forum at JALT98, a report of the French workshop, and a checklist which teachers can use for their own workplace. NL 14 will contain important information on the JALT99 presentations.

PALE SIG—Professionalism, Administration, and Leadership in Education SIG is, as always, documenting employment cases and keeping educators informed about new developments in the Japanese job market. Our value-packed journals, which average 50 pages, are packed with essays dealing with the landmark court cases and bargaining decisions, ways to improve your job conditions, legal updates, and more. Our next roundtable at JALT99 concerns foreign educators in National Universities. Check out: www.voicenet.co.jp/~davald/PALEjournals.html.

Teaching Children SIG—The focus of the July issue of our newsletter *Teachers Learning with Children* is international awareness in the elementary classroom. Officers and volunteers for next year (Y2K) are now being recruited.

当部会会報「TLC」7月号は、小学校における国際理解を特集します。また、当部会では、来年度に向けて役員およびボランティアを募集しております。

Testing & Evaluation SIG—would like to update its membership database. If you did not receive the special issue of SHIKEN newsletter in June, please contact Leo Yoffe at lyoffe@thunder.edu.gunma-u.ac.jp. Also, the information regarding T&E SIG activities at JALT99 will be available in the September and October issues of the *TLT*. For advanced information contact Jeff Hubbell: jkh@twics.com.

当部会では、現在会員データの更新を進めております。当部会会報の6月特別号をお受け取りになっていない会員は Leo Yoffe（連絡先は英文参照）まで。また、JALT年次総会における当部会予定につきましては、TLT9・10月号をご覧ください。

SIG Contact Information

Bilingualism-Chair: Peter Gray; t/f: 011-897-9891(h); pag@sapporo.email.ne.jp

Computer-Assisted Language Learning-Coordinator: Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-5-2711(w); holmes@nucba.ac.jp

College and University Educators-Coordinator: Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp

Global Issues in Language Education-Coordinator and Newsletter Editor : Kip A. Cates; t/f: 0857-28-2428(h); kcates@fed.tottori-u.ac.jp

Japanese as a Second Language-Coordinator : Haruhara Kenichiro; t: 03-3694-9348(h); f:03-3694-3397(h); BXA02040@niftyserve.or.jp

Coordinator: Nishitani Mari; t: 042-580-8525(w); f: 042-580-9001(w); mari@econ.hit-u.ac.jp

Junior and Senior High School-Coordinator: Barry Mateer; t: 044-933-8588(h); barrym@gol.com

Learner Development-Coordinator : Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp

Material Writers-Chair: James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp

Professionalism, Administration, and Leadership in Education- Membership Chair: Edward Haig; f: 052-805-3875 (w); haig@nagoya-wu.ac.jp

Teaching Children-Coordinator: Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com (English); elnishi@gol.com (Japanese)

Teacher Education-Coordinator: Neil Cowie; t/f: 048-853-4566(h); cowie@crisscross.com

Testing and Evaluation-Chair: Leo Yoffe; t/f: 027-233-8696(h); lyoffe@thunder.edu.gunma-u.ac.jp

Video-Coordinator: Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy-Joint Coordinator (Communications): Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com

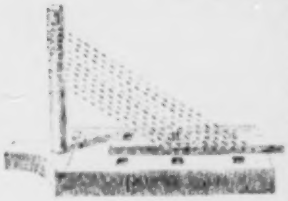
Other Language Educators-Coordinator: Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp

Gender Awareness in Language Education- Coordinator: Cheiron McMahill; t: 0274-82-2723(h); f: 0270-65-9538(w); chei@tohgoku.or.jp

Chapter Reports

edited by diane pelyk & nagano yoshiko

Fukui: *March 1999—Moving from Speech to Debate*, by Michael Lubetsky. Lubetsky led an exciting workshop that centered on bridging the gap between EFL presentations and higher-level debating skills. Debate is a unique and interesting method of teaching language skills that also aids in the development of more complex skills such as leadership and critical thinking. Lubetsky demonstrated his method of introducing debate through a seven-step format. The technique begins by encouraging students to express their opinions; then they work towards fluency by explaining, supporting, and organizing their own opinions through controlled practice. Students later learn to question, refute, attack, and debate other points of view. In addition to these skills, students also learn language skills, such as comparing and contrasting, paraphrasing, and appropriate inflection. Lubetsky ended by providing resources about debating for those interested in further information. One comprehensive resource is the Japan Parliamentary Debate Web Resource at come.to/japandebate.



Fukui: *May 1999—Authentic Tasks*, by Date Masaki. This workshop centered on the design and implementation of authentic tasks in the English language classroom. Research has shown that students tend to enjoy participating in activities that have a "real world" application, and that these tasks are useful in enhancing the communicative skills of students. The focus of real-world tasks is on the communication of meaning, rather than on language forms. An example of a real-world task is asking the students to listen to a weather forecast and decide whether or not to take an umbrella and sweater to school. Date presented several examples of tasks that he has successfully used in his classrooms. He then led participants in designing tasks that could be employed in their own classes. Some suggested activities included creating a classroom newspaper, making commercials, and writing and performing skits. (*Both reported by Michelle Griffith*)

Gunma: *May 1999—**Translating The Tale of the Soga Brothers and Other Reading Topics***, by Thomas Cogan. The presenter first discussed his reading class of non-English major students.

Cogan has 40 students, uses graded reading texts, and completes 8-12 pages per week. He checks student comprehension, using a worksheet with true/false questions, fill-in questions, and sentence order exercises. During the beginning of each class, he briefly summarizes the assigned reading and discusses possible comprehension problems experienced by the students.

Second, Cogan related his experience in translating *The Tale of the Soga Brothers*, one of the 100 standard classical Japanese texts that used to be popular before the Second World War. He offered some insights into problems he experienced with this 12th century story. He wrestled with doing justice to the medieval references, while ensuring the readability of the text in English. He had to break off certain ideas to logically create sentences and paragraphs. Also, he had to write dialogue that would be easily read by modern readers, but also faithful to its classical roots. (*Reported by George Ricketts*)

Nagasaki: *May 1999—**Nature and Environmental Issues***, by Greg Goodmacher. Goodmacher showed how to integrate issues of environmental awareness with various functions and lexical points. After being paired off to brainstorm the myriad meanings of "nature" and "environment," the audience tried a team-relay word staircase game. They were split into halves and successive relay runners had to write a relevant term on the board such as "dioxin." The next runner had to devise a word beginning with the last letter of the preceding word. Other interactive information-gathering tasks included an animal name card game. Participants adopted the identities of endangered animals and were provided with biographical cards explaining their names, habitats, and reasons for depredation. Another seemingly simple, but productive activity was to have pairs perform role-play dialogues based on the photographs of predators with their intended prey. A final pairwork was a visualization exercise. The audience was asked to meditate on what Nagasaki might have been like 500 years ago and what it might be like 500 years in the future. Afterwards individual visualizations were shared with a partner. Finally, the audience discussed the types of exhibits that aliens might choose for a "human zoo." (*Reported by Tim Allan*)

Nagoya: *May 1999—**Storytelling in the English Class***, by Linda Donan. Donan began by inviting participants to reflect on why we should use stories, when to use them, and who should be the storyteller. Everyone has a story to tell; stories are a way of engaging students' attention; and they can be used to introduce aspects of other cultures.

The presentation also focused on the healing power of stories. Donan regularly uses stories to maintain classroom discipline and help students deal with problems. She gave several practical examples, including one case where storytelling ended a bullying situation and another in which a story helped cure a teacher's fear of walking into a classroom.

Donan demonstrated how to create a healing story. Then participants were placed in groups and invited to try their hand. Finally, Donan told us the story from Thailand of a beautiful golden Buddha hidden for hundreds of years inside an ugly clay Buddha. We all have a story inside of us--we just need to let it come out. (*Reported by Bob Jones*)

Osaka: *May 1999—**Teaching Vocabulary***, by Kawaguchi Yukie. The presenter demonstrated how to practically use picture and vocabulary cards in the classroom. Students may range from 3 to 15 years old. Card games primarily focused on reinforcing vocabulary and getting students to practice the target vocabulary. Games also included a lot of physical activity, such as getting up, throwing an object onto a card, and racing to make a sentence. Such activities help maintain young learners' attention and prevent them from becoming uninterested in repetition. Other games demonstrated included memory games (where students had to identify a missing card or remember the order in which cards were laid out), competitive games (such as races), and sentence building games. (*Reported by Rebecca Calman*)

Did you know JALT offers research grants? For details, contact the JALT Central Office.

Chapter Meetings

Edited by tom merner

Akita—***Bridging Learning and Acquisition of a Foreign Language***, by Natsumi Onaka, the first president of the Iwate chapter. Is teaching English to little children and to high school students totally different?

Is it true? Characteristics of the learners are primarily the same. However, little children "experience" their first language, whereas high school students learn "about a foreign language" at school. Languages can be learned and acquired best when they are meaningful and fun. Techniques and materials used for native speakers of English will be introduced in this workshop for your classroom English. *Saturday, August 28, 2:00-4:00; MSU-A; one-day members 1,000 yen, students 500 yen.*

児童英語と高校英語とは全く異なった分野と思われがちですが、児童英語のテクニックの中には、教室の中で十分に活用できるものが多くあります。英語を母国語とする子供たちの学習活動を参考にしながら、教材やテクニックの活用方法を紹介します。

Fukui—A social event is being planned. Local members will be notified of details shortly. 懇親会を計画中です。地元会員には間もなく詳細をご連絡いたします。

Fukuoka—(September Event) ***Getting a Manuscript Accepted for Publication***, Ed Roosa of Intercom Press will give insight from a publisher's point of view on getting a manuscript accepted by a publishing company. The workshop will provide many tips for a writer when dealing with a publisher. *Sunday, September 12, 2:00; Aso Foreign Language Travel College.*

Intercom PressのEd Roosa氏が、出版社の観点から、原稿出版に関する助言を提供します。著者と出版社との関わり方の秘訣等を講演します。

Gunma—The Vantage Point for Advanced Learners, by Dr. John L.M. Trim, Prof. Emeritus, Cambridge University. *Sunday, August 8, 2:00-4:30; Nodai Niko High School in Takasaki.*

Kagoshima—(September Event) ***CE, RO, AC, AE: Which Learning Style Are You?*** by Jane Hoelker, Seoul National University. Workshop participants discover which learning style they are: CE the intuitive learner; RO the reflective learner; AC the logical learner; or AE the active learner, and will analyze their special strengths and their weaknesses. Next, the Experiential Learning Cycle will be applied in order to design the perfect lesson plan, which leads all learners through all four steps of the learning cycle, so that all can practice their strengths and improve weaknesses. *Sunday, September 12, 1:00-3:00; Iris Kyuden Plaza, second floor of the I'm Building; one-day members 500 yen.*

Kanazawa—(September Event) ***Filling the Curriculum With Fun***. Michelle Nagashima, Editor of the JALT Teaching Children newsletter, *TLC*, and Director of her own school, Koala Club, will present a variety of fun activities that enable students to learn English as they enjoy a host of diverse classroom activities from rhythm and movement to art and crafts. Children want to "play" so let them—in a constructive, English environment. Their relaxed attitude enables them to progress better and with more confidence while learning a second language. *September 19, 2:00-4:00; Shakai Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; one-day members 600 yen.*

Shizuoka—(September Event) ***Dramatically Improve Your Classes/Asian Scholar From Indonesia Comes to Shizuoka***, by Louise Heal and James R. Welker. Drama is an ideal means to stimulate and motivate your students to use English. This presentation will have two parts. The first will show ways to dramatize communicative activities such as role-plays and textbook dialogues. The second half will introduce improvisational theatre activities guaranteed to liven up the classroom. *Sunday, September 19, 1:30-4:00; Shizuoka Kyoikukaikan; one-day members 1,000 yen.*

West Tokyo—***Language Play, Language Learning: Why It Is Natural to Focus On Form***, by Dr. Guy Cook, University of Reading, UK. Seeking to reconsider the terms "authentic" and "natural," this presentation aims to show that a good deal of native language use is concerned with language play: focusing upon sound and grammar rather than meaning. A new emphasis on these uses of language would facilitate the attention to language form which is both desired and needed by many language teachers and students. *Wednesday, August 4, 6:30-8:30; Kitasato Daigaku, 5-9-1 Shirogane, Minato-ku, Tokyo (Room H-6), a 5-minute taxi ride from either Hiroo Station or Ebisu Station; one-day members 1,000 yen.* (cosponsored by Tokyo and Yokohama Chapters)

Yamagata—***Motivating English Study***, by Ryodo Ogata, Tohoku University of Art and Design. This presentation is focused on the possibility of improving college students' communicative ability in terms of global issues, including the problems in Serbia and Kosovo. *Saturday, August 28, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 500 yen.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

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Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, August 15th is the deadline for a November conference in Japan or a December conference overseas, especially if the conference is early in the month.

Upcoming Conferences

September 9-11, 1999—***Exeter CALL'99: CALL and the Learning Community***, the eighth biennial conference at the University of Exeter on CALL themes, will emphasize learning in the community, as in distance learning, student-centred learning, etc. Registration form available at www.ex.ac.uk/french/announcements/Exeter_CALL_99.html. Contact: Keith Cameron; Department of French, Queen's Building, The University, Exeter EX4 4QH, UK; t: 44-1392-264221; f: 44-1392-264222; K.C.Cameron@ex.ac.uk.

September 9-11, 1999—***Second International Conference on Major Varieties of English (MAVEN II): The English Language Today: Functions and Representations***, at Lincoln University Campus, UK. This conference will profile the changing global presence of English and its effects on developments and changes in the language. Plenary speakers include Nik Coupland, Erik Fudge, Salikoko Mufwene, and Robert Phillipson. See www.lincoln.ac.uk/communications/maven, or make inquiries to The Conference Secretary, MAVEN II; Faculty of Arts and Technology, Lincoln University Campus, Brayford Pool, Lincoln LN6 7TS, UK; t: 44-1522-886251; f: 44-1522-886021; pnayar@ulh.ac.uk.

September 16-18, 1999—***Change and Continuity in Applied Linguistics**: 32nd Annual Meeting of the British Association of Applied Linguistics*, in Edinburgh, UK. Plenary speakers include Susan Gass, Michael Stubbs, Gillian Brown and Ben Rampton. Take the website link at www.BAAL.org.uk or email to andy.cawdell@BAAL.org.uk. Further information from BAAL, c/o Dovetail Management Consultancy; 4 Tintagel Crescent, London SE22 8HT, UK.

November 4-7, 1999 (pre-registration ends 9/14/99)—***ICCE 99: 7th International Conference on Computers in Education—New Human Abilities for the Networked Society,*** in Chiba and Tokyo, Japan. Plenaries by Ivan Tomek on "Virtual Network Environments in Education" and Betty Collis on "Design, Development and Implementation of a WWW-based Course Support System." For invited speakers and much more, see www.ai.is.uec.ac.jp/icce99. Contact: ICCE 99 Secretariat; Artificial Intelligence and Knowledge Computing Lab, Graduate School of Information Systems, The University of Electro-Communications, 1-5-1 Chofugaoka Chofushi, Tokyo 182-8585, Japan; t/f: 81-424-89-6070; icce99@ai.is.uec.ac.jp.

Calls For Papers / Posters
(in order of deadlines)

August 25, 1999 (*for October 15-24, 1999*) —***Fifteenth International Chain Conference,*** on EFL methodology, classroom interaction/management and research issues, sponsored by the Society of Pakistan English Language Teachers (SPELT). Uniquely, this conference follows a travel itinerary, moving from the inaugurating conference in Karachi (October15-17) to conference workshops in Quetta, Hyderabad, Abbottabad (October 20-21) and concluding with concurrent conferences in Lahore and Islamabad (October 22-24). Presenters can choose any three cities and repeat the presentation. Papers, workshops and demonstrations are invited; SPELT is eager to establish links with JALT. Email or fax proposals, but no particular format is required. Contact: Mohsin Tejani at server@clifton1.khi.sdnpk.undp.org; t: 92-21-514531; t/f: 92-21-5676307.

September 15 and November 1, 1999 (*for July 9-14, 2000*)—***7th International Pragmatics Conference (IPrA): Cognition in Language Use,*** in Budapest, Hungary. This year's conference focuses on the role of perception and representation, memory and planning, and metalinguistic awareness, but proposals are welcome for panels (Sept. 15) or data papers (Nov. 1) on any topic of interest to pragmatics in its widest sense as a cognitive, social, and cultural perspective on language and communication. Many more details at ipra-www.uia.ac.be/ipra/ or write to IPrA Secretariat: P.O. Box 33 (Antwerp 11), B-2018 Antwerp, Belgium; t/f: 32-3-230-55-74; ipra@uia.ua.ac.be.

August 31, 1999 (for IPrA - see just above) —***Harmony: Culture, Cognition and Communication in East Asia,*** a colloquium being organized for the IPrA conference in Budapest, Hungary. Papers on field observations, experiments or discourse data analysis will launch discussion of the impact of the goal of "harmony" on language use and communication in East Asian countries. For more information contact the organizers Li Wei, Department of Speech, University of Newcastle upon Tyne (Newcastle upon Tyne NE1 7RU, UK; f: 44-191-222- 6518; li.wei@ncl.ac.u) or Sachiko Ide, Department of English, Japan Women's University (2-8-1 Mejiro-dai, Bunkyo-ku, Tokyo 112, Japan; f: 81-3-3983-2730; side@lares.dti.ne.jp). Send proposals to both, please.

Reminders—Calls for Papers

September 1, 1999 (*for April 27-29, 2000*)—***Sociolinguistics Symposium 2000: The Interface between Linguistics and Social Theory,*** at UWE—Bristol, Bristol, UK. More information at www.uwe.ac.uk/faculty/les/research/sociling2000.html or by inquiry to Jessa Karki (administrative) or Jeanine Treffers-Daller (academic); Centre for European Studies (CES), Faculty of Languages and European Studies, University of the West of England—Bristol, Frenchay Campus, Coldharbour Lane, Bristol BS16 1QY, UK; ss2000@uwe.ac.uk; t: 44-117-976-3842, ext 2724; f: 44-117-976-2626.

September 22, 1999 (*for March 27-31, 2000*)—***IATEFL Conference 2000**: the 34th International Annual IATEFL Conference,* in Dublin, Ireland. Proposal forms are available at www.iatefl.org/Dublin-2000.htm. Contact: IATEFL, 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-(0)1227-276528; IATEFL@compuserve.com.

September 30, 1999 (*for April 1-2, 2000*)—***Second International Conference on Practical Linguistics of Japanese,*** at San Francisco State University, San Francisco, USA. Plenary speakers will be Masayoshi Shibatani of Kobe University and Yasu-Hiko Tohsaku of UC San Diego. Conference website: userwww.sfsu.edu/~yukiko/conference/main.html. Contact: Yukiko Sasaki Alam (yukiko@sfsu.edu), Conference Chair; Dept. of Foreign Languages and Literatures, San Francisco State University, 1600 Holloway Ave, San Francisco, CA 94132, USA.

Reminders—Conferences

August 1-6, 1999—***12th World Congress of Applied Linguistics*** (*AILA '99 Tokyo*), at Waseda University, Tokyo. Theme: "The Roles of Language in the 21st Century: Unity and Diversity." See langue.hyper.chubu.ac.jp/jacet/AILA99/.

August 8-13, 1999—***31st Annual International Summer Workshop for Teachers of English,*** at the Language Institute of Japan (LIOJ) in Odawara. See www.geocities.com/Athens/Delphi/4091/workshop.html. Contact: LIOJ; 4-14-1 Shiroyama, Odawara, Kanagawa 250-0045; t: 0465-23-1677; lioj@pat-net.ne.jp.

August 30-September 3, 1999—***LSP '9--Perspectives***

for the New Millennium: The 12th European Symposium on Language for Special Purposes, in Bressanone/Brixen, South Tyrol, Italy. See www.eurac.edu/LSP99/ or contact the European Academy of Bolzano/Bozen; t: 39-0471-306-111; f: 39-0471-306-99; LSP99@eurac.edu.

Job Information Center/ Positions

edited by bettina begole

Welcome again to the Job Information Center.

Don't forget to come and visit us at the JALT99 conference in Maebashi. You can submit resumes directly to advertisers, arrange interviews at the conference with some advertisers, network and just generally check things out. Employers can set up interviews, collect resumes, advertise and have access to a pool of extremely qualified language-teaching professionals. If your school or company would like to advertise at the conference, please get in touch with Peter Balderston, the JIC JALT99 conference contact, at baldy@gol.com or 203 Akuhaitsu, 105-1 Iwanami, Susono-shi 410-1101.

To list a position in The Language Teacher, please fax or email Bettina Begole, Job Information Center, begole@po.harenet.ne.jp 0857-87-0858. The notice should be received before the 15th of the month, two months before publication, and contain the following information: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. (Please note that both JIC contact data in the April Directory Supplement are out of date.)

差別に関する

The Language Teacher Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。（　例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。）これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

Chiba-ken—The Department of English at Kanda University of International Studies is seeking a full-time professor, associate professor, or lecturer beginning in April,1999. The level of appointment will be based on the applicant's education and experience. **Qualifications:** Native-speaker English competency, with at least one year university teaching experience in Japan; MA (PhD strongly preferred) including academic qualifications in one of the following areas: Applied linguistics, speech communication/communication studies, American studies, British studies, American literature, or British literature. **Duties:** Teach English, content courses; administrative responsibilities. **Salary & Benefits:** Three-year contract; salary dependent on age, education, and experience. **Application Materials:** CV (request official form from the university); two letters of recommendation; abstracts of dissertation/ thesis and publications; a copy of dissertation/thesis and publications; a copy of diplomas and/or transcripts indicating date of graduation (undergraduate and graduate); one-page (A4) description of university teaching experience, with reference to class size and level, specific courses, objectives, and textbooks. **Contact:** Yasushi Sekiya, Chair; Department of English, Kanda University of International Studies, 1-4-1 Wakaba, Mihama-ku, Chiba 261-0014; t/f: 043-273-2588.

Fukuoka-ken—The Department of English at Chikushi Jogakuen University in Dazaifu, near Fukuoka, is looking for a full-time English teacher beginning in April, 2000. **Qualifications:** MA, MPhil, or PhD in linguistics, native-speaker competency in English, and university-level teaching experience in Japan. Experience in the field of syntax, semantics, pragmatics, or cognitive linguistics preferred; computer-literacy also preferred. **Duties:** Teach six to eight 90-minute classes, three to four days a week (speaking, writing, reading, etc.) with linguistics courses possibly added later; no administrative duties. **Salary & Benefits:** Position is *tokunin*, with a one-year contract, renewable up to four years. Depending on qualifications and experience, salary is either 350,000 yen for *jokyouju*, or 316,000 yen for *koshi* per month, plus bonuses, housing allowance and transportation allowance; overtime pay for more than six classes per week. **Application Materials:** CV that includes a specific list of works either published or presented, and letters of recommendation. **Deadline:** September 10, 1999. **Contact:** Yasuhito Ishii, Chair; Department of English, Chikushi Jogakuen University, 2-12-1 Ishizaka, Dazaifu, Fukuoka-ken 818-0192; f: 092-928-6254.

Kanagawa-ken—Keio SFC Junior and Senior High School in Fujisawa-shi is looking for two full-time English teachers to begin April 1, 2000. **Qualifications:** MA in TESOL or related field, native-speaker competency; conversational Japanese and junior or senior high school experience preferred. **Duties:** Teach 18 hours/week, 16 core courses and two electives; five-day work week; shared homeroom responsibilities; other duties. **Salary & Benefits:** One-year contract, renewable annually up to three years. Salary based on age and qualifications; commuting and book allowance; optional health insurance plan; furnished apartments close to school available for rent (no key money). **Application Materials:** Cover letter, CV, transcripts from all post-secondary schools attended, copies of teaching certificates and degrees, details of publications and presentations, if any, and at least one letter of recommendation from a recent employer and/or a professor in TESOL. **Deadline:** October 15, 1999. **Contact:** Santina Sculli, English Department, Keio Shonan-Fujisawa Junior and Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816; t: 0466-47-5111x2823; f: 0466-47-5078.

Kyoto—The Department of English at Doshisha Women's College is seeking a full-time contract teacher. **Qualifications:** Native-speaker competency in English, MA or equivalent in an area related to English education. **Duties:** Teach a minimum of eight 90-minute classes per week. **Salary & Benefits:** Salary based on the salary scale at Doshisha Women's College, excluding bonus and retirement allowance; shared office space; health insurance. Transportation allowance at the beginning and completion of contract will be paid only for travel within Japan. **Application Materials:** A4-size resume with photograph, list of publications, and two letters of reference. Send application materials by registered mail. **Deadline:** September 10, 1999. **Contact:** Contract Teacher Search Committee; c/o Hiroshi Shimizu, Chair, Department of English, Doshisha Women's College of Liberal Arts, Kyotanabe-shi, Kyoto 610-0395.

Niigata-ken—The International University of Japan in Yamato-machi is seeking a full-time assistant professor in EFL beginning April 1, 2000. **Qualifications:** MA in TEFL/TESL or applied linguistics; at least five years teaching experience at the university level; and teaching and administrative experience in intensive English programs. **Duties:** Teach 12-15 hours per week; teach graduate-level students studying international management, relations, or development. Also, curriculum development and course design, course coordination and program management, and committee duties are included. **Salary & Benefits:** Gross annual income around six million yen; research funding. One-year contract, renewable subject to performance and budget. **Application Materials:** Cover letter highlighting qualifications, experience, and research, and describing current employment status and situation, along with reasons for applying; detailed resume including qualifications, teaching and other professional experience, research; and the names and contact information of two (preferably three) references. **Deadline:** As soon as possible. **Contact:** Ms. Mitsuko Nakajima; International University of Japan, Yamato-machi, Niigata-ken 949-7277; iep@iuj.ac.jp. Short-listed candidates will be contacted in time for autumn interviews.

Shizuoka-ken—Greenwich School of English Japan in Hamamatsu is seeking both full- and part-time English teachers who are able to teach British-style English. **Qualifications:** Teaching qualification and teaching experience. **Duties:** Teach English, attend meetings, check homework. **Salary & Benefits:** 250,000 yen per month before tax, comfortable accommodation. **Application Materials:** CV and copy of diploma. **Contact:** Keiko Asano; 95-16 4F Chitose, Hamamatsu, Shizuoka 432-000; t: 053-455-6851; f: 053-456-6610.

Tokyo-to—The Department of Japanese at Daito Bunka University, Tokyo, is seeking a part-time English teacher for all ages to begin September 21, 1999. **Qualifications:** MA or PhD in TESL or applied linguistics, native-speaker competency in English, one year of teaching experience at a university. **Duties:** Teach three courses on Wednesday from second to fourth periods (second language acquisition, presentation skills/discussion/debate, and intermediate writing). **Salary & Benefits:** Based on qualifications and experience; transportation fee provided. **Application Materials:** CV, list of publications, one recent passport-size photograph, photocopies of university diplomas, and cover letter which includes a short description of courses taught. **Deadline:** Ongoing. **Contact:** Etsuo Taguchi; 20-8 Mizohata-cho, Sakado-shi, Saitama-ken 350-0274; t/f: 0492-81-8272 (h); taguchi@ic.daito.ac.jp.

Tokyo-to—Clarke Consulting Group of Tokyo is seeking a full-time trainer/consultant. **Qualifications:** Fluency in Korean and English, three years intercultural training (not language) or advanced intercultural academic degree, familiarity with corporate work environment. **Duties:** Training/consulting in intercultural relations and communications. **Salary & Benefits:** As appropriate to candidate. **Application Materials:** Resume and/or cover letter. **Deadline:** Open. **Contact:** J. David Boyle, Director; f: 03-3468-3956.

Tokyo-to—The English and business departments at Aoyama Gakuin University are seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident of Japan with an MA in TEFL/TESL, English literature, applied linguistics, or communications; minimum three years experience teaching English at a university; alternately, a PhD and one year university experience. Publications, experience in presentations, and familiarity with email are assets. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports. Seeking teachers who can collaborate with others on curriculum revision project entailing several lunchtime meetings, and an orientation in April. **Salary & Benefits:** Based on qualifications and experience. **Application Materials:** Apply in writing, with a self-addressed envelope, for an application form. **Deadline:** Ongoing. **Contact:** "Part-timers," English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups, SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ)、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、熊本［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000): 最寄りの支部の会費も含まれています。学生会員（¥5,000): 学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000): 住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500): 勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

JALT事務局: 〒110-0016　東京都台東区台東 1-37-9 アーバンエッジビル 5F
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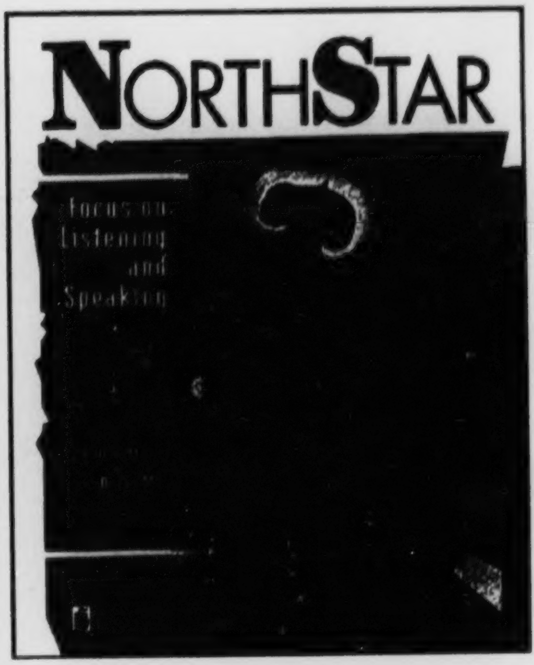

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The Language Teacher

letters to the editor

3 Empathy and English Teaching

features

6 Learning from the Learners' Voice: A Consideration of Learner Development – *Miyuki Usuki*
10 Bilingual Support in English Classes in Japan: A Survey of Student Opinions of L1 Use by Foreign Teachers – *Michael P. Critchley*
16 A Technical Writing Course Aimed at Nurturing Critical Thinking Skills – *Masao Kanaoka*
22 Music in the Classroom: Uniting Folk Songs and Holidays for Interesting Variety – *Leslie Miller*
28 University Students' Perceptions of Pair Work Tasks – *Peter Burden*
34 対人コミュニケーション・モデルから考える「日本事情」の一可能性 – 尾崎茂 (The role of Nihonjijou: Based on a Model of Interpersonal Communication, Shigeru Ozaki)

conference report

38 Program Evaluation – *Alister Cumming*

my share

39 Using Crosswords to Teach Explanation Strategies – *Mike Guest*
41 Spontaneous Oral Interaction – *Miriam T. Black*

a chapter in your life

63 Four Corners Tour – *Robin Nagano*

departments

44 Book Reviews
47 Bulletin Board
48 Special Interest Group News
49 Conference Calendar
50 JALT News Special
59 JALT99
60 Chapter Reports
64 Chapter Meetings Special
65 Chapter Meetings
67 Job Information Center/Positions
76 Authors
60 Advertiser Index

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Volume 23, Number 9
September, 1999

9

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行27字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Malcolm Swanson.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・　真は、本文の中には入れず、　紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、　文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を　紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。

紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。　紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

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Empathy and English Teaching

Bravo to *TLT* for publishing Okuzaki Mariko's piece "Empathy and English Teaching." Empathy is one of those "touchy-feely" concepts that probably gives fits to people with a passion for precision and cool objectivity. My heart goes out to them.

Fact of the matter is that the ability to empathize may well help language students cross the seemingly insurmountable cultural gulf that lies between Japan and the English-speaking world. Yeah, it's hokey and easy to make fun of, but empathy is a vital ingredient in successful human relations. I'd say Okuzaki-san is doing not only her students a valuable service, but the other people with whom those students will interact as well.

Is the word "empathy" part of most native English speakers' daily lexical repertoire? I don't think so. I first learned it from my father, who was a policeman in Los Angeles. The ability to empathize with people in trouble was a tremendous help in his work. I'm not sure, but I suspect he learned about the concept of empathy at some kind of training relative to police work, but I also think my father was naturally blessed with a knack for it. Can empathy be taught? As Okuzaki-san says, it means setting up situations where students will experience values conflicts—conflicts which may cause stress and discomfort. This is something which foreign instructors present in Japan may be loath to do deliberately. In many ways, the onus is on foreign instructors to adapt and learn how to function as smoothly and effectively as possible within the constraints of their respective institutions and Japan's educational culture. Japanese teachers of English, however, can perhaps be a powerful engine for change if, as Earl Stevick and Okuzaki-san say, they examine the values and goals that students find in them and how they teach day by day.

Her article is clearly addressed to Japanese EFL instructors more than to the community of native speaking EFL instructors. A question thus arises: How many of the community of Japanese EFL instructors—secondary EFL instructors especially—are likely to read her article? In the town where I've been employed as an ALT for two years, my guess is not many. Are the perpetually busy teachers I see inclined to deal with the academic level English found in *TLT*? Are they aware of the existence of JALT? I'm afraid the answers to those questions are, in many cases, no.

By writing in English, is she preaching to the converted? Perhaps. While native-speaker EFL instructors would certainly benefit from reading this article, I sincerely hope the ideas it contains can be translated into Japanese so that a wider audience—especially the community of secondary EFL instructors—can be reached. The analysis of elementary school *kokugo* education contained in the article might create just the kind of values conflict for Japanese educators that Okuzaki-san prescribes for language students. Such an experience might initiate a shift from an "ethnocentric" to a more "ethnorelative" point of view.

There's a saying about the wind from a butterfly's wings becoming a raging gale when it reaches the other side of the globe. Just presenting the words "empathy," "ethnocentric," and "ethnorelative" in language classes and introducing the concepts could possibly have as great an impact.

Thank you *TLT* and thank you, Okuzaki sensei!

William Matheny

CRITCHLEY, cont'd from p. 13.

as to the most effective classroom activities where bilingual handouts should be provided.

Finally, for teachers who currently advocate an English-only classroom environment, the results published here, as well as the findings of other available studies, indicate that the English-only paradigm may not be entirely appropriate for Japanese contexts. At least, that's what many of our students are indicating, which should be the primary voice we turn to when evaluating our own classroom practices.

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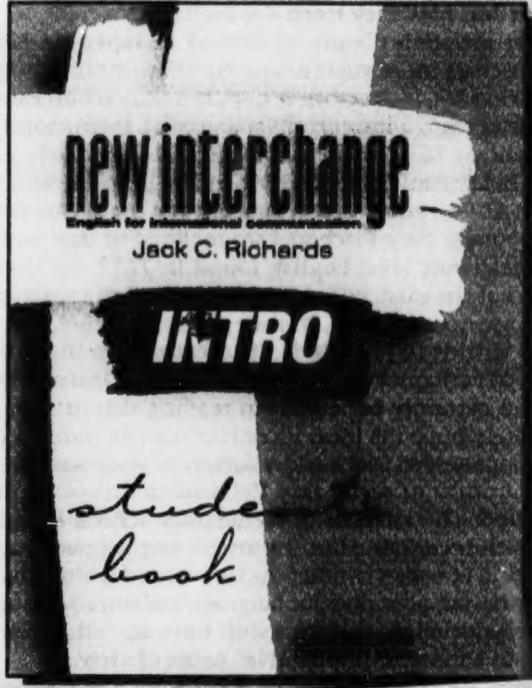
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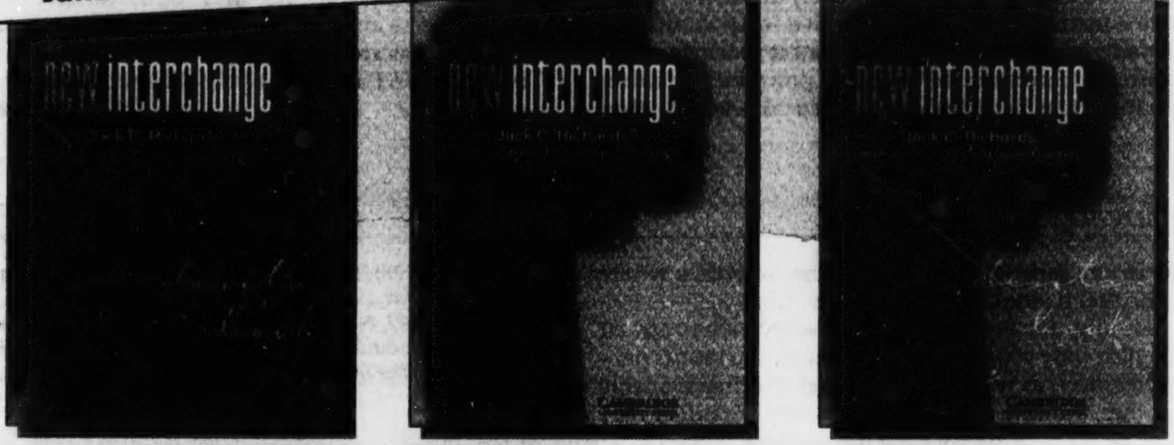
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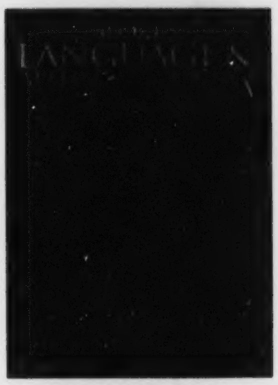

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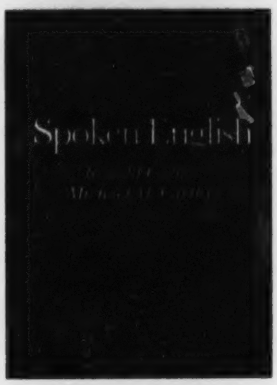

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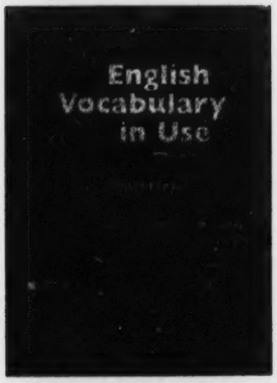

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Learning from the Learners' Voice:

A Consideration of Learner Development

Miyuki Usuki
Hokuriku University

When we talk about "autonomous learners," we may have slightly different features and emphases in mind, but we would probably agree that "learners' taking responsibility for their own learning" (Holec, 1981) is central. Similarly, we would probably agree that "Learner Development" aims to make learners responsible for their own learning processes through planning, monitoring, and evaluation (e.g. Wenden, 1991). And some of us would claim that learner autonomy is necessarily the result of such learner development. However, I read "learners' responsibility for their own learning" as their *self-directed awareness of their role as learners*, whatever the learning situation happens to be. Learner autonomy, then, may not be a consequence of a particular teaching style, itself. Nor, in my opinion, does autonomous learning necessarily mean a complete shift of instructional mode from teachers to learners. Rather, an autonomous learner is one who can learn from various teaching styles and develop and practice autonomy in a number of ways, depending on the context of the classroom.

In short, an essential element of learners' autonomy is their conscious ability to direct themselves: it may be internal, not public (Dickinson 1996), but its basis is the learners' acceptance of responsibility, and the ways of acting, feeling, and thinking such acceptance implies (Little 1995a).

To investigate students' attitudes toward their roles and classroom learning, I interviewed 24 first year private university EFL majors, in small groups. I had never faced them as a teacher. The one-hour interviews, in their native Japanese, were taped in a relaxed atmosphere—so that the students could feel free to express themselves—and later transcribed.

Japanese students are typically described as passive learners, accepting teachers' authority without question or challenge (cf. Purdie, Doglas & Hattie,1996; Pierson, 1996). The following discussions however, give the students a chance to express their own feelings and ideas.

What is the role of the learner in the learning process?

(Group 1: One male, four female students)

S1: The learners' role is to attend class with a motivation to learn more.

S2: If students are motivated to learn, teachers may also be motivated to teach. So, together with teachers, we students should accept our own role of stimulating the class, show our motivation by, for example, asking questions in class. The most important point is that we are motivated.

S3: I would like to expect teachers to be good advisors when we have problems with continuing our studies, not only as far as English is concerned. If teachers think about students, we feel happy.

S2: There should be no barriers between students and teachers.

S1: It is difficult to talk with teachers.

S4: We should make use of opportunities to stimulate one another (teachers and students).

(Group 3: Four female students)

S9: We should show our personality; we should let other students and the teacher know what sort of persons we are. Individual students should open up to others. It may be difficult though.

S10: I am the same as everyone else. We students should act more on our own initiative. We should get what we can. There are various people at university, but most of people are not active enough and just attend the class. People who major in English stop trying to improve once they can speak simple English. They seem to decide to stop. I am doing my best, but sometimes feel bored in class. Is it because of the lesson? If I question myself. . . . University study is different from high school study. There are lots of things to do at home. I can do many things privately outside the classroom. I have many things to do, apart from digesting the lessons.

S8: We should even stimulate the teacher, so he becomes motivated to teach us. For example, if we ask lots of questions, he may realize that students want to know these kind of things. In this way, students stimulate learning. Then, both the teacher and the students create a better atmosphere.

S10: I think there are many students who are doing the minimum. We do not realise that all lesson contents can be used for our future, and there might be lots of useful things for us in our lessons.

S9: The biggest problem is that many people have no particular aim.

S8: Many people do not know what they need to do clearly, so they simply try to get the necessary

自律的学習者という概念は、学習に対する学習者自身の責任の意識化に基づいていると考えられる。言葉を換えれば、あらゆる学習状況における学習者としての役割についての責任の意識化とも言える。この論文では、日本人EFL学習者の学習者としての役割と語学教室における学習についての観点が紹介され、真の学習者開発のために何が必要かが考察される。

credits. So, many people think as long as they do the minimum requirement, they will have no problem.

S10: On the other hand, there are some people who try to gain as much as possible because they want to improve themselves. Even though they do not have any clear objectives for their future, they try to do their best for the time being.

What is the role of classroom learning?

(Group 1)

S3: There are some lessons which are not so interesting, and we don't like lessons if we are not interested. But any lesson has some useful points. There is always something that we can use to improve ourselves. I believe that we should not completely hate or reject a class. Teachers try their best to teach us.

S2: There are no lessons which are 100% no good, are there?

S1: No. The point is our motivation.

S2: But there are teachers who never try to change, even though they know our feelings. I understand teachers have their own ways, but students don't follow them. I would like teachers not to speak just about their specialist subjects. Instead, teachers should concern themselves with what and how students learn, and with what students are interested in.

S4: One-way lessons in which teachers talk: These kinds of lessons make it difficult for students to ask questions in class. Even if we wish to make lessons more interesting, it is hard in this kind of situation.

S1: There may be different answers possible, but in this kind of class, we think that we need to follow what the teacher says.

S2: We are not getting anywhere. We keep coming back to the same point.

S1: Maybe, it is possible to apply this to various things.

S2: Teachers also have their plans. So, they must follow their plans.

S1: To the next thing, then the next, like this, teachers go ahead. So, we have to follow, even if we have questions, it is hard to stop the stream of lessons and ask a question.

S3: The atmosphere is too quiet.

S2: If we talk, it seems strange. That is what we feel.

S1: We are shy.

S2: If we express our opinions, it seems to be no good. That's what we feel. That we should not interrupt.

S3: If someone speaks out, that person will stand out.

S1: We are too quiet!

S2: We cannot open our mouths.

S3: I want to ask questions, and also I want teachers to reply to me.

S1: So do I. But everyone is too quiet, so I don't have a chance to do this.

S2: I don't know why it is so quiet.

S4: We don't know people around us very well. We don't know the class members very well.

S1: Because there is a clear distinction between the teacher and students.

S3: The important thing is encouragement. If the teacher says "your essay was very impressive," then I would like to write an even better one next time, and surprise him. So, I will be more motivated. I believe the communication between teachers and students is extremely important.

(Group 2: Two female students)

S7: I prefer the lessons where teachers and students communicate with each other. Not just ones where a teacher talks and we listen, but where we communicate with each other.

S6: I think when the teacher only proceeds with the lesson, there is no arrow from the students to the teacher. So, the teacher should take time to find out whether the students really understand or not. Otherwise, only the content goes to the students and not the meaning. In this case, it is meaningless to go to lessons.

S7: In the past, we had a style of lesson where the teacher talks and students listen. But at university, I want lessons which stimulate me.

S6: We should learn by ourselves. It means that things should not only be taught, but we should think what to learn and how to learn. So, I feel something should be different from the past experience of simply receiving information from the teacher. Maybe, we are now allowed to show our wish to learn actively.

S7: Even if we want to show this, there is a difficult atmosphere.

S6: Probably, everyone wants to show this. So, someone should break the ice.

S7: Whether I can do it or not, at least, I feel something should be changed.

S6: It is hard, isn't it. We need courage to do it. I feel sometimes we should not be like this. We are allowed to change it.

From the above extracts, the students seem to be aware that students and teachers need to make an effort to change the process of classroom learning.

They expressed a need for interaction between the teacher and students. Also, they seem to think the students' role should be that of active learner and teachers' role that of facilitator or advisor. Probably, their behaviour in the classroom is affected by the atmosphere of the class; the class room atmosphere may be influenced by the relationship of the teacher and other students. The interviews show that our students' internal attitudes are often different to their external performance in the classroom.

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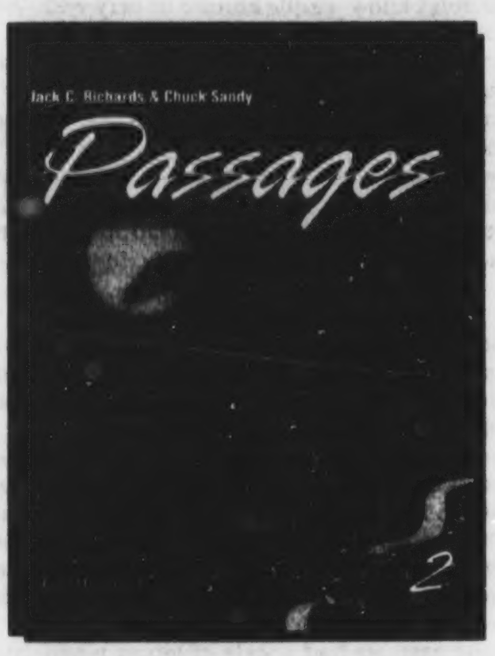

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FEATURED SPEAKER WORKSHOP:

'Learning to see: the power of peer-observation'
Friday 8th October

'Passages across the intermediate plateau'
Saturday 9th October, 6.15 pm, Room 507-BL

'The scaffold is only temporary - effective reading activities in the EFL classroom'
Monday 11th October, 12.30 pm, Room 105

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One Autonomous Learner's Self-Direction

What needs to be considered to promote learner autonomy? I interviewed Fumiko, an apparently autonomous learner, and analysed how she thinks about her own learning in order to clarify aspects of learner autonomy.

On what occasions do you feel frustrated?

When my TOEIC scores or some other test scores didn't improve at all, I felt frustrated. But when I feel frustration, I try to believe in myself. I believe in myself and keep trying very hard. I believe that if I keep trying, I will progress. It is very difficult, but even if I don't concentrate on my studies, I use the time to study English. If there is a person who speaks better than me, I feel frustration, too. But I get ideas from this person as to how he studies English.

She evaluates herself, and if she finds no improvement, she feels frustrated. That is purely her own matter. She compares her present ability to her past ability, not to that of others. Indeed, she sees the superior ability of others as a positive opportunity for her to learn. Also, her belief in her ability to learn seems to lead her to progress and give her independent support.

What is your role inside the classroom?

To get everything from the class, from the teacher. To get everything in that class. To take full advantage of the class. I prepare for the class and review the lesson. So, together this makes a complete class. Some people often say that the level of the lesson is not suited for them, or the content is no good. But you can learn something from any lesson. The matter lies in the learners themselves. It depends on them. Whether people improve in English or not is their own responsibility and due to their own motivation.

She directs her own learning opportunistically. She takes responsibility as a learner to motivate herself. Rather than treat the environment as a given, she makes her own environment suit her learning. She insists on the importance of the learner, rather than the style or method of classroom learning. In addition, she considers her classroom learning as only part of her learning. It forms the core and is supplemented by outside learning. She insists that these two can not be separated and together they constitute her present learning.

What is classroom learning?

Helping each other, I realise what other people do, or think. I can get ideas from the class that I can't think of by myself.

She considers classroom learning a place for interaction. She is aware of learning from her social relationship with others.

What is your goal?

In the future, I would like to have a particular area of work which relates to English, but I am thinking now what I can do with my English. Studying my English is a very convenient way of learning because we can do a small amount each time. We do not necessarily have to set aside a particular time for it. There are lots of things we can do if we use a short period of time each day. I do not want to waste my time. I would like to use 24 hours wisely.

She has a particular goal in mind. She thinks she needs to know exactly what she wants to do and what she can do. She is reflective: She questions herself and deliberately tries to think flexibly. In addition, she is very conscious about time. This attitude seems to be the basis of her learning and thinking.

Implications for Students

Brookfield (1985) identified two major aspects of "self-directedness": (a) the technique of self-instruction and (b) internal changes in consciousness. I would like to consider the latter the focus of learner autonomy. Learner development aims to raise learners' awareness of their role as learners. It may be effective for learners to take charge of their own learning processes, for example, through project work (e.g. Dam, 1995). However, the most important point to consider is how far learners are aware of their own role in *any* learning situation. We cannot deny the possibility or the importance of self-directed learner roles in the traditional classroom. As Crabbe (1996) claimed, "the fostering of autonomy is not necessarily a challenge to a traditional role of teachers. Nor is it necessarily incompatible with all existing practice."

To put it concretely, learners should have the opportunity to consciously reflect and question themselves in the following ways, for example:

- What are my problems?
- What do I need to do in order to overcome my problems?
- How am I doing now?
- How can I motivate myself?
- What can I do in the future?

Learner development ought to promote learners' self-confidence and self-motivation through the language learning process in order to encourage learners to believe in their own potential.

Students themselves need to improve their ability of self-analysis and encourage themselves to trust in their own potential. At the same time, it is extremely important for students to get the teachers' support and understanding. The teachers' role is to make an effort to understand the learners' perspectives, and to trust their potential. Lier (1996) argued that "a teacher cannot simply transmit the sort of skills and attitudes to learning that are required, nor can he or she train learners in the way that recruits are trained to march in step." Fostering autonomy is not just a matter of learning a few techniques—it involves changing the way in which we relate to learners (Hoffman, 1997).

USUKI, cont'd on p. 33.

Bilingual Support in English Classes in Japan:

A Survey of Student Opinions of L1 Use by Foreign Teachers

Michael P. Critchley
Josai International University

In a learner-centred framework, teachers base their choices of program and method upon data that they collect from their students. Although such data are best collected locally through needs and wants analyses, teachers with relatively homogeneous student groups can make informed decisions by referring to published research. In Japanese contexts, there are abundant content and methodology studies of a great variety of clearly-defined homogeneous groups of learners: junior and senior high-school students in preparatory or vocational programs, junior college, *senmon gakko*, and university students, further subdivided among various majors, levels of ability, background, sex, and so on.

To be sure, no two teaching situations are alike; we all know that a single class varies enough from day to day to make generalizations risky. The conscientious teacher, however, can reasonably assess the applicability of the results of others' studies: If the teaching situation is quite similar, and the results point overwhelmingly in one direction, then we would be foolish to ignore them. On the other hand, to the extent that the resemblance is slight and the results inconclusive, we should look further for applicable evidence to inform our judgments.

Within this line of inquiry, few writers have raised questions concerning Japanese-language support by foreign EFL teachers. Of the studies that have been done, most approach the issue from a needs perspective, that is, the studies seek to explain how bilingual support might objectively benefit students. I was curious, however, to explore the question from a wants perspective: What do students want from their teachers in terms of Japanese-language support in EFL classes?

To elicit student attitudes on this topic, I asked a group of first and second year students at Josai International University, "Do you believe you need bilingual support from native-speaker English teachers, and if so, why and for what purposes?" The answer provided was clear: Of the 160 students replying, 91% indicated a preference for some degree of bilingual support in class, with strong agreement that teachers should limit their use of Japanese, and use it primarily in support of activities that are pedagogical in nature.

The Survey:

I conducted the survey using the bilingual questionnaire in Figure 1. I asked two closed questions to identify the amount of Japanese-language support students prefer and two open questions to identify where and why bilingual support should be given. In constructing the questionnaire, I obtained feedback from several colleagues on the original questions, translated the revised questions, and then piloted the bilingual questionnaire on a sample group of 25 students. After administering the pilot questionnaire, I interviewed several students to get further feedback on the clarity of the questions.

After a final analysis and revision, I asked three colleagues to conduct the survey in their English classes. I decided to limit the scope of this study to foreign, native-speaker English teachers to control for possible differences in student expectations of foreign and Japanese EFL teachers' classroom behaviour and teaching styles (Ryan, 1998). Two of the three participating teachers were non-Japanese speakers, and the one teacher who does speak some Japanese does not use it in class. I also ran the survey in one of my own classes, in which Japanese is used.

All classes participating in the study were left intact, and there was no attempt to randomise or match groups, although the male to female ratio was approximately 1:1 in all classes. Six of the seven participating classes were required conversation-based courses, and were higher level classes (Levels 1 and 2 in a range of nine) as determined by the results of the Michigan placement test, which is taken by all students at JIU. None of the students were English majors; however, they were all in the Faculty of Humanities. Learners in these classes generally have a speaking proficiency of lower-intermediate to intermediate and are quite motivated to study English. While these students could be considered slightly higher than the "typical" Japanese university student, no further quantitative data could be gathered as the university administration did not release the Michigan scores that year.

I also chose to include one lower level class to contrast the results from the higher level classes. As it

この論文では、160人の日本人大学生が、外国人EFL教師の教室内における日本語使用に対する態度が検証される。程度の差はあるが、調査対象の91%の学生が二言語による援助を好んでおり、それらのうち、ほとんど学生が教育活動の間に援助が提供されることを望んでいることが示唆される。結論では、教室内でいかにより効果的な日本語による援助が行えるかの提案がなされる。

Figure 1: Student Survey

We are doing some research about what Japanese students think about teachers using Japanese in conversational English classes. We would appreciate your cooperation in answering the following questions.
英会話の授業（例えば、英語１Ｂ、２Ｂ、英会話等）において先生が日本語を使用することについて、皆さんの意見を聞きたいので、以下の質問に答えてください。なお、このアンケートは、皆さんのこの授業の成績とは関係ありません。名前も記入する必要はありません。

1. If you have a foreign teacher who can speak Japanese, do you think that the teacher should (Please check one):
   A: Never use Japanese　全く日本語を使わない。
   B: Use Japanese occasionally　ときどき日本語を使う。
   C: Use Japanese often　よく日本語を使う。
   D: Use exclusively Japanese　日本語だけを使う。
2. If you chose either B, C, or D, please tell how much Japanese you would like the teacher to use: (e.g., 20% Japanese/80%English).
3. If you chose either B, C, or D, please write some examples of when you think Japanese is necessary in class.
   Ｂ、Ｃ、Ｄのいずれかを選んだ人は、授業中のどのような時に日本語を使ってほしいか、具体的に書いてください。日本語で書いてもいいです。
4. If you have any reasons or explanations for your opinion in Question 1, please write them here.

turned out, the contrast was not as significant as I had anticipated, but this will be discussed further on.

A total of 161 surveys were collected, of which only one was unusable due to incorrect math on Question 2. The results of Questions 1 and 2 were tabulated and are illustrated in graphical form below. For Questions 3 and 4, surveys were coded until it became clear that there were no further major categories to be found, after which a total of four classes (88 respondents) were used as a representative sample.

Results of Survey:

Question 1: If you have a foreign English teacher who can speak Japanese, which language should they use is class?

Of the 160 surveys analysed, 87% of respondents indicated that they preferred the teacher to use Japanese occasionally in class (response "B" to Question 2). Only 4% preferred a significant amount of Japanese use in class, while 9% expressed a preference for an English-only environment. There was no support for a Japanese-only environment. These student preferences appear in Figure 2, with class levels and the total number of surveys collected per group indicated.

Responses to Question 1 were similar in most of the classes. The only exception was the Level 6 class, in which no respondents favoured an English-only environment, and the Level 2B class, in which 5 individuals chose the English-only option. Although the 100% preference for Japanese-language support in the Level 6 class is not surprising, there is no way to explain based on the available data why one third of the Level 2 class chose the English-only option, compared to an average of 8% in the remaining higher level classes. One possible explanation is that their teacher is highly successful at providing English-only instruction, so a greater percentage of respondents were able to follow the course content. An alternate explanation is that the linguistic level of the course content was not as challenging as those of the other Level 1 and 2 classes, resulting in a slightly higher-than-average percentile of students who did not feel the need for bilingual support.

Figure 2: Student preferences concerning bilingual instruction

Level & Class Respondents	1A 14	1B 50	1-2A 18	2A 20	2B 15	1-2 J 23	6A 20
Only Japanese	0	0	0	0	0	0	0
Much Japanese	1	1	0	0	1	0	3
Some Japanese	11	46	17	19	9	22	17
Only English	2	3	1	1	5	1	0

Levels 1, 2 , & 6 from a (descending) range of 9 levels for entering students, based on Michigan test scores. Classes 1-2A and 1-2J were mixed level classes. All A and B Classes were taught in English only. In the 1-2J class some Japanese was used.

Question 2: If you indicated that you would like the teacher to use Japanese in Question 1, please indicate how much Japanese they should use.

As virtually all students who indicated that they preferred some Japanese-language support chose option "B" in Question 1, the remaining analyses will focus entirely on these 140 respondents. As can be seen in Figure 3, the preferred English-to-Japanese ratio was similar for all of the " B" respondents in each group, with the average ratio being 4:1, English to Japanese.

Question 3: When do you think that the teacher should use Japanese in class?

Of a total of 83 questions answered from 88 surveys analysed, a total of 97 responses were coded into 6 categories:

1. When we just can't understand (29)
2. To teach difficult words, grammar, sentences, and so on (24)
3. When giving important information about tests, homework and so on (22)
4. When giving long or difficult explanations about English (12)
5. When explaining lesson content or in-class activities (8)
6. When telling jokes (2).

With the exception of Categories 1 and 6, all of the categories specifically referred to what Lin (1988) calls *pedagogical interaction,* instruction and explanation, as distinct from *para-pedagogical interaction,* anecdotes, jokes, or other language functioning to promote social proximity with students. The teaching of specific linguistic items, explaining about English, and explaining about tests, homework, and classroom activities and objectives accounted for 68% of all responses coded. With the exception of two responses specifically mentioning the teacher's jokes, there was no explicit indication of students wishing teachers to use Japanese during para-pedagogical interactions. Perhaps this is because students do not perceive this kind of classroom interaction as being testable. It is, of course, possible that the 30% of students who would like teachers to use Japanese "when we just can't understand" were considering para-pedagogical classroom interaction, but this conclusion can not be drawn from the data at hand. In fact, all we can infer from this non-specific response is that these learners were not comfortable with classroom discourse that they could not understand.

Question 4: Do you have any reasons or explanations for your choice in Question 1?

Of 88 surveys in the sample, only 50 students gave an answer for Question 4. Most of these 50 responses fell into two broad categories: 44% of responses commented on the ideal amount of English or Japanese that should be used in class, and 54% of responses expressed the need for Japanese-language support to increase general comprehension.

With respect to the first broad category, student opinions could be summarised as "We would like the teacher to use only English, with just a little Japanese when we can't understand." One student wrote:

> This is an English class, and an English class with no English has no meaning. There's definitely a difference between a teacher who uses English and one who doesn't. It helps our listening, so it's best if a class is all in English. Of course, it's a problem when we just can't understand something, so at those times a little clarification in Japanese is helpful.

The other broad category is well represented by the following two comments:

> It bothers me as there are times when I just can't understand the teacher's explanations.

> When we are told things in English and we can't understand, and then we are tested on it, it's a problem, so a little Japanese is helpful.

That is, these respondents expressed concern that without some Japanese-language support they sometimes can't understand what they consider to be essential aspects of the lesson, for which they are held accountable.

Figure 3: Mean English-Japanese ratio preferences (total = 100%)

	Level & Class						
	1A	1B	1-2A	2A	2B	1-2 J	6A
E:J	87:13	76:24	81:19	78:22	88:12	72:28	77:23

Mean responses of those answering "Some Japanese" in Figure 2.

Issues of validity

As I pointed out earlier, this survey was meant primarily as a qualitative study of if and when students prefer bilingual support. There were, however, some validity concerns. The first, which became apparent following the data collection, was the potentially leading effect of the example percentages given in Question 2. As can be seen, the mean percentages given by respondents was 80% English to 20% Japanese—exactly the same as the example. Although my first thought was that students had been led by the question, there was adequate evidence that this was simply a coincidence. First, quantitatively, the range of responses provided by students in Question 2 was large: The lowest mean ratio was 66% English to 34% Japanese. The highest mean ratio was 94% English to 6% Japanese. The average standard deviation for all classes was 8.41. That is, student responses varied considerably within the range that one would expect from students who chose answer "B" to Question 1. Second, qualitatively, students wrote comments such as, "It's best [for the teacher] to use as much English as possible, but when there is an insurmountable problem, it's OK to use Japanese," which reflected the low to moderate amount of bilingual support desired. That is, these qualitative results were consistent with the quantitative results mentioned above.

I was also concerned that external validity might suffer from students' choosing answers in order to please their teachers: that my students might strongly support Japanese use because I normally use Japanese in class, or the students of the remaining teachers might strongly favour the English-only option as a reflection of their teachers' English-only approach. In fact, the results of Questions 1 and 2 do not show any apparent differences between my class (1-2J) and the other classes. This does not, of course, mean that no reactive effect was present, and a more controlled study could reveal some pattern. As far as this small-scale, qualitative inquiry reveals, however, any reactive effect, if present at all, was minimal.

Implications

The results of this survey indicate the amount (quantity) of bilingual support that these university students feel they need to make EFL instruction more comprehensible (quality) in areas involving pedagogical activities (condition).

Quantity: Students prefer teachers to provide bilingual support, provided the primary language of instruction is English. This may even apply to students who indicate that they prefer an "English-only" environment.

Both relatively high level and low level students prefered some degree of bilingual support in EFL classes. There was, however, a very clear message from each that such language support should be limited.

There was also ample evidence that student conceptions of an English-only classroom are different from the definition commonly understood by teachers. For teachers, "English-only" means that all instruction and classroom language is in English, with an emphasis on strategies to eliminate the need for Japanese. For many students, however, "English-only" seems to mean something like "English-only except when we can't understand." For example, one student surveyed checked "Never use Japanese" in Question 1, and then went on to explain:

> Of course it depends on the level, but if we know our teacher understands Japanese, we stop trying to use English, but when we can't understand a word, or if there is something which is difficult to express in English, at those times I think a little Japanese is OK.

Thus, I believe for students who have come from a Japanese-based high school English program, a class which is conducted primarily in English is, for all intents and purposes, an English-only environment.

Quality: Teachers should use Japanese to help scaffold student understanding. That is, to make existing input more comprehensible.

As Weschler (1997) points out, the time a student spends in class is only a fraction of the time necessary for a person to gain even a moderate degree of fluency in a second language, and that "this is especially true if the teacher wastes half that time by limiting input to incomprehensible messages in the target language" (p. 2). The results of this survey reflect Weschler's argument: Students indicated a need for limited support to help them understand classroom language. It would seem that the students were aware that being in an English-only environment is a waste of time if they cannot follow what is happening in the class. Timely use of Japanese-language support can help students "tune in" to the message of the class when they are lost, and therefore make a greater percentage of the input they are receiving comprehensible.

Condition: Bilingual support should be aimed first and foremost at pedagogical activities. When asked to identify areas where Japanese-language support is most needed, the majority of respondents specifically indicated the need for support during interactions such as explaining specific language points and making sure that students understand what is expected of them on tests and homework. Almost no specific mention was made of para-pedagogical uses of Japanese (cf. Lin, 1988). This does not necessarily mean that students always want non-pedagogical interactions in English, but it does mean that students consider pedagogical interaction as being most in need of bilingual support. The students mentioned the following specific areas where teachers could provide bilingual support either through timely use of Japanese or bilingual handouts:

- to make lesson objectives, and the criterion for success in the unit of work clear to all learners.
- to support new vocabulary to be introduced in class.
- to support linguistic or cultural explanations.
- to explain any points concerning tests or homework where non-comprehension would cause a student to be disadvantaged.

It is important to stress here that students only request bilingual support within a class which is conducted primarily in English. This balance can be difficult to achieve, particularly for bilingual teachers who have little difficulty code-switching themselves. One way of maintaining this balance is to tape oneself during a class and then use the tape as a source of feedback. Teachers may be surprised to find that they spend more time in the L1 than they would care to admit.

Conclusions

This study was a first step in understanding the attitudes toward bilingual support of the participants, and by extension, the attitudes of similar groups of Japanese university-level EFL learners. More experimental research will need to be done, however, to elucidate the effects of level, gender, major, type of university, class size, etc. on attitudes toward bilingual support in university contexts, as well as for other learner groups.

For this particular group of learners, the results were unambiguous: 91% of students indicated a preference for some degree of bilingual support in English classes, with a majority specifying pedagogical interaction as the most appropriate place for that support. This means that while non-native Japanese teachers who can speak Japanese should feel confident that their bilingual support is appreciated, they also need to be conscious of the quantity and conditions under which that support should be given. For teachers who cannot speak Japanese, the qualitative results offer guidance

CRITCHLEY, cont'd on p. 3.

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A Technical Writing Course Aimed at Nurturing Critical Thinking Skills

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Designing effective technical documents requires insightful and well-designed thinking strategies. Experienced writers—usually good problem solvers—practice critical thinking to identify the problems arising out of conflicting goals and agendas. Problem solving starts with problem finding (Flower 1994), and critical thinking plays a vital role in achieving the resultant writing goals. This article describes the function of critical thinking and its practical application in a technical writing course in an occupational setting. A solid understanding of critical knowledge will enhance novice writers' capability of handling problems and making appropriate decisions.

Critical Thinking in a Complex Society

While critical thinking is the subject of some of our oldest pedagogical studies, the dialogues of Plato, recent literature on critical thinking begins with Bloom's taxonomy in 1956. He classified critical thinking into six categories: knowledge, comprehension, application, analysis, synthesis, and evaluation (Halonen 1995). Since Bloom's taxonomy, many definitions and descriptions of critical thinking have appeared in a variety of occupational contexts. Nevertheless, they tend to have common or overlapping characteristics: Kuhar (1998) simply states that critical thinking is "thinking about thinking" (p. 80). Carole Wade (1995) defines it as "the ability and willingness to assess claims and make objective judgments on the basis of well-supported reasons" (p. 24-25). According to Angelo (1995), most formal definitions characterize critical thinking as "the intentional application of rational, higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation" (p. 6). Rather than fastening onto a single prescriptive definition, Paul (1990) suggests we remain open to wide-ranging conceptions of critical thinking, since the concept is so complex in our increasingly complicated society.

In higher education, Glen (1995) claims preparation in critical thinking is essential for "true autonomy" in such a society (p. 170). He explicitly calls for introducing and exploring self-motivation and creativity-based critical thinking in the classroom. If, as its etymology suggests, a liberal education is an education suitable for free persons, we need to develop pedagogies enabling our students to acquire critical knowledge as the backbone of their "intellectual maturity" (p. 170). Higher education, as Glen suggests, usually involves bringing a student to the front line of current social discourse in a given, particular discipline. The nurture of each student's critical knowledge, on the other hand, demands a flexible and wide-ranging educational setting, mindful of a variety of social and political forces. Ever-changing social, economic, and political situations require higher-order practical thinking skills.

While fast-growing technology helps our society become more informed, it demands enhanced critical knowledge to make well-informed decisions: the power to identify and analyze problems, generate ideas, and distinguish accurate from flawed information sources in the daily blizzard. In the US, for instance, the Scholastic Aptitude Test (SAT) now includes not only reading and math but critical thinking skills, and President Clinton has called for new ways to assess such skills in schools. In an interview at the 6th International Conference on Thinking, at the Massachusetts Institute of Technology, Robert Swarts, University of Massachusetts Boston psychology professor explains: "If you make a choice and can't come up with reasons for that choice, or if the choice leads to a lot of negative consequences, it's easy to judge that it wasn't a good choice" (Academics, 1994). The quality of thinking, particularly in higher education, must be evaluated based on critical knowledge (creativity, self-motivation, well-reasoned argument for good ideas, and insightful judgment) to establish intellectual autonomy.

Cognitive and Metacognitive Components of Critical Thinking

Critical thinking involves both *cognitive* and *metacognitive* elements. According to Hanley (1995), cognitive skills take information, data, as their object: they encode data, transform, organize, integrate, cat-

効果的な専門文書をデザインすることは、洞察に満ち、かつよく構造化された思考ストラテジーが必要とされる。経験を積んだ書き手- 通常は良き問題解決者- は、矛盾した目標や計画から生じた問題を同定するために、批判的思考を行う。問題解決は問題探査から始まり、批判的思考は文章の目標を達成するために重要な役割を果たす。この論文では、批判的思考の機能と、職業的な場面における専門作文コースでの実践的な応用を記述する。批判的知識の確固たる理解は、初心者の書き手が問題を操作し、適切な決定を下す能力を高めることができる。

egorize, store, and retrieve them: familiar examples are the 3 R's, outlining, memorizing, recognizing and recalling, following a method or algorithm.

Metacognitive skills, however, are skills in monitoring and controlling one's own mental processes and states of knowledge; that is, they take as their object the cognitive skills themselves: "Metacognition is the awareness, monitoring, and control of one's cognitive processes" (King, 1995, p. 16). For example, Kuhar (1998) mentions two components: "identifying and challenging assumptions" (p. 80). We might add examples like weighing and assessing our judgments, choosing among heuristics or methods of problem-solving, judging whether one's unaided skills are sufficient to the task, whether more research or a new approach is necessary. In short, metacognitive skill involves the deliberate control of what to think about and how to think in order to maximize progress and minimize error.

While this theoretical distinction may aid planners of critical thinking curricula, in practice, cognition and metacognition are intertwined: Even as a strictly cognitive process, critical thinking is *recursive*, in that students discover problems, make inferences, reach tentative conclusions, then apply their cognitive skills to their own conclusions as new problems in turn, as they approach their goal. Underwood and Wald (1995) point out that critical thinking, knowledge, and skill are all interdependent. As we will see, those activities that Hanley calls "cognitive" often have a metacognitive dimension as well.

In technical writing, for example, writers need to recognize the importance of audience awareness. And they need to recognize the gaps between that inferred cognitive state and their own. This metacognitive skill plays a crucial role in the cognitively appropriate identification, discovery, encoding, and organizing of information. If they fail to identify the audience level, their writing usually misses the target, communicates with no specific purpose, and fails to meet the audience needs. This applies to most business and technical documents. Writers in the workplace, for instance, take *deliberate approaches* to *audience analysis* (individual-to-group level, needs, current problems, possible adverse effects, etc.) while *collecting* information and *comparing* with the past records. In doing so, they *find problems* (in the past, the current, and prospective in the near future), *develop* practical *assumptions* and finally *make* well-assured *decisions* to attain the goal. Metacognitive and cognitive critical thinking reciprocally reinforce each other throughout.

Enhancing Critical Thinking through Case Study Writing

The terms *case study* and *discussion method* are often used interchangeably for role-plays, written exercises, and other realistic simulations (McDade, 1995). *Case study* refers to the use of a case (a written description of a problem or situation) to present a problem for analysis; *discussion method* focuses on the process of the pedagogy—the method of facilitating a structure or preplanned discussion for students through analyzing a piece of material. A case is "a story about a situation that is carefully designed to include only facts arranged in a chronological sequence" (McDade, 1995, p. 9). The function of a case study is to create realistic laboratories in the classroom to apply research skills, decision-making processes, and critical thinking abilities.

In teaching technical writing, case study pedagogy is useful in nurturing what McDade calls "first-person analysis": identifying the sources and nature of conflicts and the dynamics of behavior, preparing solutions, anticipating and assessing possible results through decisions and actions (p. 9). Students design and apply theoretical constructs in a recursive, empirical manner, going back and forth between theory and practice. The more realistic the occupational setting—business title, assigned job, specific audience current business and technical constraints at workplace, etc.—the more sophisticated and strategic the students' self-motivation, self-insight, and critical knowledge will become. As a professional education course, technical communication seeks situations which emphasize hands-on writing and problem-solving skills. Consequently, the quality of case pedagogy, especially in professional courses, depends on the extent of the instructors' discourse-minded preparations—how practically and realistically occupational settings can be presented in the classroom.

The benefits of case studies can be summarized as follows:

- Emphasizing the process of analyzing information.
- Contextualizing understanding.
- Identifying and challenging assumptions.
- Imagining alternatives and exploring them for strengths and weaknesses.
- Promoting integrated learning by incorporating theory into practice and practice into theory.
- Developing critical listening by listening to diversified thinking processes of others.
- Developing and testing theories of audience and organization function.
- Learning cooperatively—teamwork, job, and collaborative learning, working together in small groups and in the classroom to solve problems, then to serve the most goals.
- Experiencing, exploring, and testing alternative ways of thinking.
- Considering different perspectives as various team members present ideas, analyses, and solutions beyond the reach of any single writer.

The case study method will ruin itself, however, if it oversimplifies problem solving, provides inadequate guidance for its social dimensions, or ignores its highly conflicted nature in everyday life. Bernstein (1995) concludes that any theory of problem solving or critical thinking as an aspect of problem solving "must be grounded in a more socially based view of knowledge and cognition" (p. 23). Problem-solving does not take place in a social vacuum.

For example, written assignments stimulate classroom writers to enhance their active learning spontaneously, but only if they are designed with care: Wade (1995) suggests that writing is an essential ingredient in critical thinking instruction, since it promotes greater self-reflection and the taking of broader perspectives than does oral expression. But for writers to get their full benefit, consequently, written assignments must leave time for reflection and careful consideration of reasons for taking a position or making an assertion. Writers need enough reflective time to (a) examine evidence (b) avoid personal and emotional reasoning (c) avoid oversimplification.

(Wade actually lists more criteria for critical writing but acknowledges the limitations of working memory and realistic achievement in a semester course that must also cover basic content: (a) ask questions and be willing to wonder, (b) analyze assumptions and biases, (c) examine evidence, (d) avoid emotional reasoning, (e) avoid oversimplification, (f) consider alternative interpretations, and (g) tolerate uncertainty.)

In examining evidence, students need to appreciate the difference between evidence and speculation and to recognize that ideas and opinions may vary in validity according to the strength of evidence. One approach is to show students a variety of print or online materials or audiovisuals to cite as evidence. To discourage oversimplification, or overgeneralizing from limited data, ask students to look for competence gaps in work performance: For instance, what are the points of distinction between pieces by writers accustomed to high-tech writing and those who are not? Or between experienced writers and novice ones working on the same project? They will soon grasp that fact-based reasoning, not emotionally-tainted opinions or speculation, results in superior argumentation and decisive conclusions.

Internet Writing Assignment in My Tech Writing Course

In my technical writing class, I provide science and technology news from the Internet. Most stories are related to daily life technologies such as automobiles, electric appliances and computers and focused on Japanese industries. In a bid to stimulate the students' critical thinking activities with their accumulated information and knowledge of technologies, I usually prepare two opposite stories—for example, one success story and one failure—in the same business field. Through the Internet, for instance, I picked up a successful cost-cutting and energy-saving story of the Honda of America Manufacturing (HAM) plant (Honda, 1999). Meanwhile, I presented a news article covering the sluggish business performance by a Honda arm in Thailand. Juxtaposing these opposite stories helps students recognize the critical, distinctive and decisive points in technology and business management: finding and analyzing major problems and their source or nature. Referring to the data provided in the stories, my students examine numerical evidence and related facts and are further encouraged to assess evidence critically, avoid oversimplification, or emotional or personal speculation.

I urge my students to work on a purpose analyzer—a sheet with four critical questions in writing—to clarify each student's thoughts on the paper. (See figure 1.)

Figure 1

Before writing, use the Purpose Analyzer to clarify your thoughts:

Purpose Analyzer

1. Why are you writing?
   —Can you specify your writing goal?
2. What do you want to accomplish with your writing?
   —To inform, persuade, share experience, or what else?
3. What action do you want your readers to take after their reading?
   —Taking up a new action, reflecting on experience, or what else?
4. What challenge do you hope to bring about?
   —Readers will adopt your proposal; they will change their ideas and behaviors; or what else?

This is quite helpful in designing goal-directed statements of purpose which often appear in the opening paragraphs of technical reports. Finally I give them some writing assignments in a related case:

> Honda's head office in Japan is thinking of closing down its Thailand factory if it cannot drastically improve its cost-cutting efforts, including energy saving. The staff in Tokyo cite HAM's drastic energy reduction as something applicable to the Thai plant. As a staff member at the Tokyo office, your job is to write an informal technical report that eventually urges the Thai factory to follow HAM's successful energy-cutting strategies.

Here is the overall problem-solving writing process to achieve the writing goal—designing a short technical document under a case:

- Make a digest of the Internet news (Honda of America Manufacturing's energy- saving story) then understand the whole text.
- Check technical terms and mark the parts related to this writing assignment.
- With the Purpose Analyzer clarify the writing goal.
- Design a short technical report with an argumentative statement of purpose.

Assessment of Critical Thinking and Writing

It is difficult to evaluate each case-assisted writing assignment as a whole unit. I instead try to focus on each student's goal-directed critical thinking strategies that can be recognized through the paper. My evaluation therefore emphasizes the critical, logical and argumentative context armed with scrutinized evidence rather than writing with few mechanical errors or various information just listed to support the student's ideas. To this end, it might be useful to ask the students to submit diagrams describing the dynamics of their critical thinking processes from the initial information gathering level to the final decision making stage. Consequently, such evaluation can lead to good writing. "Good writing is a process of thinking, writing, revising, thinking, and revising, until the idea is fully developed" (Franke, 1989, p. 13). In other words, writing is not a static thing but a rapid changing technic (Mathes and Stevenson, 1991). Writing must be a challenge for the nurture of our critical knowledge and intellectual maturity.

Conclusion

Through the case study writing assignment, my students in technical writing course recognize the importance of critical thinking and problem solving activities. Most students, as a result, claim that they have understood the mission of technical writing as a reader-centered written communication. In fact, writing must be a metacognitive act aimed at identifying the writing goal with a clear-cut rhetorical situation. In this sense, critical thinking is the key to a successful problem-solving strategy.

Critical thinking, starting from "thinking about thinking" (Kuhar), plays a vital role in professional writing. Because of its solid link with ever-changing science and technology, technical communication requires us to earn advanced problem solving skills. The more developed information technological society we have, the more sophisticated critical knowledge and intellectual maturity we need to assess and cope with various problems arising from our complex society. "The ability to think clearly about complex issues and solve a wide range of problems is the cognitive goal of education at all levels" (Pellegrino, 1995, p. 11). To this end, case study helps novice writers—unfamiliar with how to solve problems in an occupational setting—develop their goal-directed critical processes. A case, however, needs to be designed within a realistic occupational setting. A major role of using cases, especially in a technical writing course, is to empower the students' problem solving skills, including information gathering, data analysis and evidence examination. Writing assignments therefore need to be carefully designed without ruining the case study benefits aimed at fostering critical knowledge. "Writing is a problem-solving activity—response to a rhetorical situation where problems arise out of conflicting goals and agendas" (Flower and Ackerman, 1994, p. 17). Consequently, the final goal of critical thinking and case study writing is to make students good questioners and good thinkers. When attaining this goal, students will be able to make their thinking visible not only to others but to themselves.

Further Developments

The appearance of interactive technologies and telecommunications, like the Internet, digital cameras, computer graphics, satellite-assisted communication networks, etc., has brought extensive opportunities to change the conventional text-based linguistic communication style. As thinking tools, these pictorial and graphic media would be integrated into the new development of critical thinking strategies. In fact, Pellegrino (1995) notes that this challenge has already began in technology education:

> Teachers at all levels of education need to encourage their students to use multiple-representational strategies and explore new ways of thinking, such as switching back and forth from linguistic to visual-spatial representational displays. If we do not teach our students how to master these new "media of thought," they cannot benefit from the multimedia, interactive technology that is increasingly being developed and used. (p. 11)

As Pellegrino suggests, technology lets us focus on the logic of what we are doing rather than keep track of all the details. Our thought, in both memory capacity and its conscious manipulation, is severely limited. Technology therefore has been developed partly to facilitate and extend our problem solving strategies. This is the crucial point of technology-assisted critical thinking instruction:

> Students need to be explicitly taught how to use technology to relieve complex processing demands so that they can focus on finding solution paths, instead of using their limited information-processing resources to maintain information in working memory. (p. 11)

As a result, in critical thinking class, the instructor's knowledge and the capability of new technology will need to be emphasized as new criteria in pedagogy.

In addition to case study, several approaches are available in teaching and modeling thinking processes. The discussion method urges students to make their ideas visible by sharing their thinking paths with the teacher and classmates. Like case study, the learning outcomes will be focused less on the facts than on thinking processes and problem solving strategies. Similarly, the conference-style method supports students' critical thinking skills in an interpersonal context, in which they consider the interrelations among their thoughts and those of others. In the conference method, students need to read assigned materials,

KANAOKA, cont'd on p. 37.

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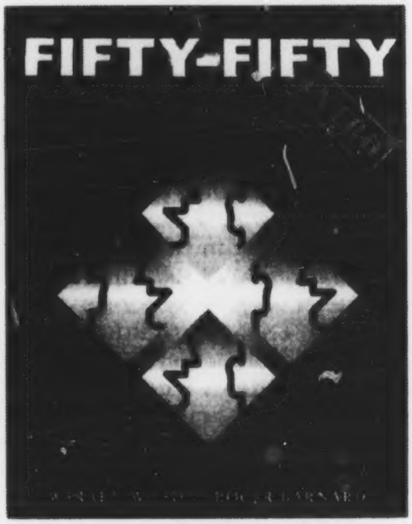

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Music in the Classroom:

Uniting Folk Songs and Holidays for Interesting Variety

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Music touches all of us in fundamental ways. It awakens interest, evokes emotion, and stimulates the imagination. Music stirs memories, banishes boredom, and creates a harmonious atmosphere in the classroom. With all of that going for it, imagine how useful it can be for a class that is studying English as a foreign language. In this article I give a brief overview of music in the classroom, then discuss the fruitful pairing of folk music and holidays in some detail. Finally I discuss ways of presenting songs for learning, and as an appendix offer an annotated list of some useful resources for teaching language through song.

Music in the Classroom

Music and rhythm help with memorization. Isn't it easy to remember the alphabet song or *B-I-N-G-O* from your own childhood or English study? Probably everyone who has ever studied a foreign language, if they remember nothing else, can still sing the first song they learned in that language. Music and rhythm are effective techniques for vocabulary acquisition and phonological learning (Medina, 1990; Karimer, 1984).

Songs naturally introduce pronunciation, grammatical structures and idiomatic expressions of the language.

With proper selection, songs can be used at any level of language skill. *B-I-N-G-O* works well with the smallest children, whereas *Starving to Death on a Government Claim* might be best held in reserve for more advanced students who have had some work experience so they can empathize with the farmer in the song.

Children, especially, sing while working or playing, but the prevalence of sea chanteys in the American Northeast and farmers' songs in Japan show that this practice is not restricted to the young. Even such simple things as nursery rhymes help language and speech development because of pitch awareness, dynamics, tempo and meter (McCarthy, 1985). Since they are often highly repetitive and melodically simple, action songs help to build good listening and speaking (or singing) skills which, in turn, aid clear and effective reading ability.

Teenagers are of course attracted to music, as well. They spend a lot of time listening to popular music, on TV or with personal cassette or disc players. Capitalizing on this interest, Murphey (1987) has developed a number of music related activities for an international sports and language camp in Switzerland. He includes the study of music appreciation, group and individual reports about musicians, and reports about the music industry.

The teacher who uses music can also take advantage of the affective aspects of group singing. It lowers the walls between people, subdues competitive instincts, and builds camaraderie in their place. Even students who are very shy, who may never sing above a whisper, are still participating in the class activity, still belong to the group and contribute to its song.

One variation of singing is choral reading. A chant, a poem, or a song without music can be used. McCauley and McCauley (1992) note four factors affecting children's language acquisition that are enhanced by choral reading: (a) a low-anxiety environment, (b) repeated practice, (c) comprehensible input, and (d) drama.

Interest and motivation are enhanced through the use of music in the classroom. A well-prepared lesson with a novel approach can be much more vivid, thereby more memorable, for the learner. Many different kinds of music have been used in language classes, including classical, pop, rock, rap and jazz. One especially suitable musical form for language teaching is folk song.

Students who sing are involved in enjoyable exercises in pronunciation, vocabulary, language structure, and rhythm. Students who sing folks songs are also connecting with cultural messages: the hopes and frustrations, joys and sorrows, history and values, even geography of the people and land they sing about.

Teachers who want to include a multicultural dimension to their classrooms will find that using American folk songs, for example, in their lessons can convey a sense of the many cultures which American culture comprises while teaching the English language.

(In this paper I discuss the holidays and songs most familiar to me—those of the United States and North

歌を歌うことは語学学習者にとって、発音、語彙、構造、リズムを練習させるために非常に有効であることはよく知られている。歌は年齢を問わず、学習者にとっては魅力的であり、興味深いものである。特に、フォークソングは、文化的なメッセージを伝え、多文化的な側面を教室でのディスカッションや作文に持ち込むことができ、そしてより深い世界の理解が可能となる。しかしながら、いかに実りの多い方法で教室で歌を紹介することができるのだろうか。筆者は祝祭日とフォークソングを構成要素として統合することを提案する。教室内での使用例は、合衆国の学校暦に基づいている。歌詞の素材も紹介されている。

America. But readers no doubt will find it easy to substitute comparable themes, holidays, and songs from other countries. A topic for another paper could be "Throughout the year, throughout the world: Thematically linked folk songs and holidays of many nations.")

Folk music, in particular, accommodates the dimensions of history and culture that holidays introduce. It provides many opportunities for discussion and cultural awareness. And it is usually easy to sing or play.

Folk music has been defined as music, instrumental and vocal, which has become so much a part of the heritage of a group or nation that there is a feeling of common ownership, whether or not the composers are known (Daly, 1987). As a carrier of a group's culture, folk music is an ideal medium for introducing cultural referents into the EFL classroom. Additional characteristics of folk music are that it is (a) representative of a group, (b) functional: recording history, expressing emotion, helping people work or play, and telling a story, (c) orally transmitted, (d) simply constructed, and (e) prone to change and variation. These are all traits that make it suitable for the classroom, especially the last.

American folk songs have not just originated on the North American continent, but come from all over the world. The goals, motives, outlooks, and traditions of a people are mirrored in their music, and immigrants brought their music with them to America. Some of these have then become characteristic of regions where they settled: French Acadian influences in the South, English ballads common in the Northeast and Appalachia, and Latin influences in the music of the Southwest. African rhythms and music forms have spread across the continent in spirituals, jazz, and the blues.

While folk songs carry these general impressions of a people, they also focus on common men and women. When students sing these songs they "step into the shoes of the people they sing about." (Seidman, 1985). The songs provide insight into the values of the people who sang them, whether long ago or more recently.

Folk songs are also historical documents, they preserve a memory of working conditions, the trials and triumphs, the hopes and hardships of their originators. As Ames (1960) observes, however, songs may contain a mix of humor, bitterness and pessimism that hide heartache behind the laughter. That' s a rich field of discussion ready for plowing by the enterprising language teacher.

Every section of the country has its own songs that can be used to introduce regional differences to learners. Geography, history or occupations can be addressed through regional music. Other songs take in the entire country and express the love and pride that Americans have for their nation. *America the Beautiful* and the more popular verses of *This Land is Your Land* (originally a protest song) are two that voice these emotions particularly well. Let your students take one of these and rewrite it for Japan. How about *"This land is your land, this land is my land, from Fujiyama to Okinawa, from Nagano's forests to Sakurajima , this land was made for you and me"*?

Holidays as an Organizing Factor

For teachers who may need to explain their methods and choices of lesson material or may wonder how to use and organize music, here are some suggestions and some organizing ideas.

Holidays provide a very natural reason for introducing music into the EFL classroom. They are celebrated for a variety of reasons, religious and secular. They provide diverse perspectives on life and death, work and leisure. If highlighted at their appropriate time during the year, their intermittent appearance helps keep interest high and builds excitement.

Holidays are an appropriate time to do something different, something special. Holiday celebrations can alter the school schedule and raise a number of questions for the non-native student. What is this holiday all about? Why do people recognize this particular day? How is it celebrated? Are there any special gifts, ceremonies, clothes, food, music associated with it? What meaning does it have for individuals?

Questions like these can be addressed through discussions of the songs used to recognize each holiday. If there is no traditional music for a particular holiday, you can use music that ties into an appropriate theme. For example, the birthday of Martin Luther King, Jr. has only recently been established as a national holiday so it has no music traditionally associated with it. However, it brings to mind the plight of the African slave who was brought to America, the long struggle to gain freedom, the civil rights movement of the 1960s, and the ongoing effort to eliminate racism in America. One or more of these ideas can be targeted for classroom discussion.

Vocabulary lessons and spelling exercises naturally evolve as lyrics are introduced to the class. Grammar points can be highlighted, as well as poetic style. You can easily extend a lesson into related themes, for example, explore idioms that come from baseball after singing *Take Me Out to the Ball Game,* or geography after singing *This Land is Your Land.* Exploring how North Americans celebrate a holiday is a wonderful introduction for beginning a multicultural discussion. Do other countries have similar holidays? Where did the American holidays come from? How have they changed over time and location? Writing exercises readily flow out of these discussions: perhaps comparing and contrasting the students' own holidays or historical events.

Holidays provide the teacher with a wide spectrum of topics to choose from, and a variety of approaches to the topic. They allow someone to dip into the pool of history at critical times or at interesting turning points: discovery, settlement, the Revolutionary War, the Civil War, the civil rights movement. Folk songs can give a glimpse of life through many eyes: children, farmers, cowboys, patriots, slaves and protesters. They can cover the territory from sea to shining sea.

Everyone looks forward to a holiday. Students, in particular, look for a break in the routine, and their natural curiosity can be used to enhance music-centered lessons when tied into the calendar.

Holiday Suggestions

Listed below are some selected American holidays in the order they occur in the school calendar. (The school year begins in the Fall and ends in late Spring.) Some possible themes and accompanying songs are suggested as examples. Usually, a class can handle one or two new songs at a time, so don't use all the songs at once. Learn some ahead of time, or build your repertoire over the years. Some additional ideas pertinent to that day or topic are given.

Labor Day—First Monday in September

In the United States, most schools begin right after Labor Day in Autumn. It's the unofficial end of summer, celebrated mostly as a day off from work, a last weekend for going to the beach, and the last big day for picnics. The original idea of honoring laborers is slowly being lost.

Theme: work ethic in America.

Songs: *Pop Goes the Weasel; I've Been Working on the Railroad; Drill, Ye Tarriers, Drill; Starving to Death on My Government Claim.*

Columbus Day—Second Monday in October

Themes: U.S. geography, love of country, Italian-American culture.

Songs: *This Land is Your Land; America the Beautiful*

Thanksgiving—Fourth Thursday in November

Theme: history, religious values

Songs: *My Country' Tis of Thee; God Bless America*

Other: The Pledge of Allegiance to the Flag; "In God We Trust" printed on all money.

Christmas—December 25

Theme: family values

Songs: *Over the River and Through the Woods; Santa Claus is Coming to Town; I'm Dreaming of a White Christmas; Rudolph the Red Nosed Reindeer*

Other: *The Night Before Christmas,* traditional story.

Martin Luther King, Jr. Birthday—Third Monday in January

Theme: African American history, civil rights, protest and the ability of people to change the government.

Songs: *Many Thousands Gone; Swing Low, Sweet Chariot; We Shall Overcome*

Other: Martin Luther King' s speech "I Have a Dream," Lincoln' s Gettysburg Address

President's Day—Third Monday in February

Theme: History of the Revolutionary War, democracy, freedom

Songs: *Yankee Doodle*

Other: The Bill of Rights, Preamble to the Constitution. The Declaration of Independence

Memorial Day—Last Monday in May

Theme: history of the Civil War, remembrance of the dead

Songs: *Dixie; Battle Hymn of the Republic*

Other: The Gettysburg Address by President Abraham Lincoln

Independence Day—July 4

Theme: independence, love of country, summer activities

Songs: *The Star Spangled Banner; Take Me Out to the Ball Game*

Other: The Declaration of Independence

Getting Started in Your Classroom

To introduce the novelty of singing in school, begin singing with the class for a while before you try a lesson plan based on music. Start with an occasional song at the end of the week, either related to a topic or just for fun. Once the class is accustomed to the activity, and have a small repertoire of songs they enjoy, they are ready to turn their attention to more of the meaning that can be gotten out of a particular song. The novelty won't overwhelm the content and you can move fairly smoothly into the lesson with less distraction.

Lessons can follow a common format, whatever their theme and treatment. Begin with a song or two, clear up vocabulary and expressions, then sing them again a couple of times to become more familiar with them. Following that, work with whatever material has been prepared (culture, history, geography, values, expressions, reading, writing, discussion, etc.), and finish with a song.

If students already know one song, add another, but don't overload the class with new material: two new songs is plenty. Sometimes, it doesn't take much to frustrate slower learners and they may just hum along instead of singing the words, so watch how they' re doing.

Non-musicians need not be stymied in their desire to use music in their classrooms. In fact, Cox (1991) says that "students prefer that I murder the song in front of the class for them. . . . The worse I sing the more I captivate my audience." The aim, however, isn't to be an entertainer, but to get the students actively involved. The main point is to sing with them, not to sing to them.

If you don't play an instrument, use recorded music. One of the advantages of recorded songs is that they have a much fuller sound than you can produce alone in front of the class. One of the disadvantages of recorded music is that you don't have the flexibility to vary the tempo, slowing down on difficult passages and speeding up as students get comfortable with the chorus. Perhaps you have old records laying around, or students might be willing to loan ones they have. Tapes of old songs are often fairly inexpensive in big music stores. Here again folk songs have an advantage; most are in the public domain, so cheap but fully adequate generic recordings are plentiful.

If you know someone who plays an instrument, record the music before class. Record it twice, first at the normal tempo, then at a slower one. In class, listen first, reading along with the words at the normal tempo. Then use the slower tempo to learn and practice. Finally, it's easy to rewind to the beginning and sing it up to speed.

Perhaps you could get a musician to come and help you, a guitarist or someone who plays a banjo, saxophone, electronic keyboard, or any other portable instrument. There may be music students in your school who could come in during their free time. Make arrangements with the music teacher to give them extra credit.

Better yet, learn to play the guitar yourself. It's not really a matter of talent, it's more a matter of nerve. Learning a few simple chords and a couple of rhythmic strumming patterns allows you to play hundreds of songs, and they can be mastered in a few weeks. Setting the rhythm, pace and tune is the main thing.

Whatever your source of music, be sure to include sufficient repetitions when introducing a song. Think how many times you hear a song before you feel comfortable with it. On the other hand, don't beat it to death with too much practice. Three times through is usually plenty. Remember, you can use the songs anytime, so you'll get more practice as time goes on.

Put the words on big sheets of paper and post them at the front of the room. That's better than individual song sheets, because then everyone has their chin up for singing, and eyes up front where the teacher can monitor progress. Make individual song sheets for later, when you've got a repertoire to work with.

Do the vocabulary work at the beginning, in the middle, or at the end, wherever it's most appropriate for the song and lesson. Vary it to keep things fresh. Try a fill-in-the-blank sometime, letting them listen for the words you sing, or have them add their own words.

Add gestures of one kind or another to add to the fun, and to the learning. People have different learning styles, so motion is particularly appropriate for tactile learners. Besides, everyone enjoys the opportunity to move around a bit.

Folk music and holidays, what a wonderful combination for language learning and cultural awareness: Build up your nerve and try it in your classroom, you're sure to be pleased with the results.

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Some Useful Resources

Hyman, W. & Diefenbacher, L. (1992). *Singing USA: Springboard to culture.* Boston: Heinle and Heinle Publishers. A textbook with eight detailed lesson plans including two songs each, vocabulary exercises, and discussion questions. They are appropriate for listening and speaking, and for cultural awareness components of an ESL class.

Griffee, D. (1992). *Songs in action.* Englewood Cliffs, New Jersey: Prentice Hall. A book that gives 76 suggestions, rather than details, for vocabulary, listening, singing, writing, and discussion exercises in the language class.

George, L. (1976). *Teaching the music of six different cultures.* West Nyack, New York: Parker Publishing Company. This book provides a number of lesson plans for introducing the music of six American subcultures. Although this book was written for music teachers and music classes, it has many useful ideas that can be used in the language class.

Internet Resources

The International Lyrics Server Search Page.
www.lyrics.ch/search.html
All-Music Guide
www.allmusic.com/index.html
Billboard Online
www.billboard.com/
Grendel' s Lyric Archive
homepage.seas.upenn.edu/~avernon/lyrics.html
The Ultimate Band List
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University Students' Perceptions of Pair Work Tasks

Peter Burden

Teachers have for many years used pair work as a panacea for large classes and the accompanying problem of individual speaking time. Long and Porter (1985) outline some arguments for pair work, noting that it gives students greater practice opportunities and allows students to escape from traditional teacher-fronted lessons where the teacher often asks questions to which the answer is already known. It also individualises the lesson, as the student is away from the public arena and is thus free to speak without inhibition with classmates rather than practicing language for its own sake. Slightly more complicated is the claim that pairwork involves negotiation of meaning or communicative consensus which leads to grammatical learning: Arguing that "attentiveness and involvement" are necessary for successful communication Gass and Seliger (1991) maintain, "It is precisely active involvement that is the facilitator of communication in that it charges the input and allows it to penetrate deeply" (p. 219).

However, do our students share our enthusiasm for the pedagogical and psychological raison d'être for pair work, or do they see it in such terms as the chance for the teacher to have a rest from doing the talking? Are our students in Japan, often using pair work in monolingual dyads, equally convinced of its value? Many have come through a rigorous university entrance exam, preparation for which often entailed traditional, teacher-fronted lessons, and so perhaps have not been socialised to pair work as a learning tool. This paper aims to examine learner perceptions and attempts to explain teacher and learner mismatches.

Background: The penguin in the tuxedo

In two English Conversation classes at different universities I assigned the same pair work activities in the same week. Students each received a handout which I had prepared of symbols ranging from everyday traffic signs to fairly obscure symbols found on packaging. The object of the task was (in pairs) to use modals (such as *may, might, could* etc.) and adverbs (*probably, perhaps,* and *maybe*). The students were to ask and answer, agree and disagree, concede opinions and explain interpretations and generally to "negotiate meaning."

Students in Class A attend a small, private university. There were only twelve students, second-year or above, studying English as an elective subject. Class B consisted of fifty-two freshmen at a national university studying English as a compulsory subject. They were all education majors, many of whom told me that they hoped to become English teachers.

Class A managed to fulfil the goals of the activity most satisfactorily. I had to draw the exercise to a close, as the students were so engrossed in attempting to communicate their ideas and to share opinions that the exercise went over the allotted time. It created a humorous atmosphere and the task obviously stretched their imagination. A symbol of a penguin wearing a bow tie and tuxedo led to some interesting speculations. The students were aware of, and sympathetic towards their partners, attempting to keep conversations going and paraphrasing when misunderstandings occurred.

However, in contrast, many students in Class B seemed to display a poor motivation to learn. Using Good and Brophy's (1990, p. 47) definition, this meant a tendency to find the task meaningless, which led to a low persistence in on-task behaviour. In short, many students did not seem to want to put their language skills to communicative use, consistently choosing the quickest route to close the conversation, often without any negotiation. I did observe students engrossed in conversations, but in their mother tongue, and not about the task, while many were desultorily flicking through pages of their textbook or looking out of the window. Perhaps most unfortunate of all, some were studiously ignoring their partners, indicating that they probably had not even attempted to start the task. Overall, they seemed to be waiting for the "proper" lesson to resume. During the subsequent class discussion I was asked for my interpretation of the penguin in a tuxedo. Recalling the imaginative responses of Class A, I replied that I did not know for sure but it could mean a public restroom, or a refrigerated area or perhaps directions to a ballroom for social dancing. This was evidently an unsatisfactory answer for some students, one of whom flung down his pen in exasperation as if to say, "Now, what was the point of that exercise?"

ペアワークとコミュニカティブな活動は、学習者中心の教室においては、興味を喚起するものであるが、それらはまた、学習者と教師がその活動の目標と動機付けを共有していなければ、退屈で非参加型の活動ともなりうる。本研究では、学習者がクラスに期待していることと、いかにすればペアワークがそれらの期待に合ったものになるかについて、示唆している。

Why is there a gap between teacher intention and learner interpretation?

Nunan (1990) writes that the effectiveness of a programme depends on the expectations of the learners, and if their subjective needs and perceptions related to the learning process are not taken into account, there can be a "mismatch" of ideas. Kumaravadivelu (1991) in agreement notes that "the narrower the gap between teacher intention and learner interpretation of a given task, the greater are the chances of achieving desired learning outcomes" (p. 98). Class B, therefore seemed to have misconceptions and some possible explanations are summarised below:

Strategic Misconception

This refers to teacher and learner perceptions of the objectives of learning tasks. Ellis (1988, p. 202) draws a distinction between a "content" syllabus which states the target knowledge as a product, and a "procedural" syllabus which describes the kind of behavior which the learner will have to undertake in order to develop second language knowledge. In the "penguin in a tuxedo" exercise, learning was seen as a cognitive task which needs automaticity and integration of skills through meaningful opportunities for students to demonstrate understanding of modals and adverbs. The aim of the task was to generate discussion and negotiated conversation. All too often the students used the simplest strategies to reach a conclusion as quickly as possible, since they interpreted the accomplishment of the task to be its successful completion, rather than sustained discussion.

Pedagogic Misconception

The students' observed confusion of process and final product led them to perceive me as the ultimate supplier of the correct answer at the end of the task. Therefore, the students felt that they did not have to try very hard or persist in coming up with an answer during the exercise. This led to the frustration I noted earlier of a student flinging down his pen when I stated that I was unsure of a symbol's meaning. The students did not have the satisfaction of a concrete answer in front of them.

Methodological Mismatch

Good and Brophy (1990, p. 409) note that task relevance is the learner's perception of how instruction is related to their personal needs or goals. Those instrumental needs are served when the content of the lesson matches what the students themselves believe they need. Some students may prefer traditional types of learning with a desire for accuracy and a clear sense of progression. When students value error correction highly, the communicative approach, with its game-like activities and pictures, may seem artificial and be relatively unpopular.

Learning Style Mismatch

Oxford et al. (1992, p. 440) write that learning styles are "biologically and developmentally imposed sets of characteristics that make some teaching methods wonderful for some and terrible for others." Reid (1987), Hyland (1994), and Ozeki (1995) conducted questionnaire surveys and concluded that Japanese university students prefer visual, auditory, kinesthetic, and individual learning to pair or group work. Many of the students' classroom orientation influenced their behaviour particularly in terms of value placed on and attention given to learning tasks.

Student Mismatch

Some students in class B were ignoring their partners, displaying a lack of "learner receptiveness" (Allright and Bailey, 1994, p.158), whereby "able" students may feel "they have nothing to gain" from interacting with "less efficient" students who in turn feel demoralised by the perceived superior performance of their partner.

Motivational Mismatch

Berwick and Ross (1989) write that the pressure of university entrance exams channels motivation to learn into proficiency with little communicative value. This extrinsic motivation drops off when the student enters a university and English is often seen as having little purpose.

"Mug and Jug" Theory

Arguably, previous learning experiences during high school, with the near synonymous grammar-translation approach, with its overemphasis on language rules, have influenced the students. Even though the Monbusho seems to support more communicative teaching (Ministry, 1997), teachers have complained that approved textbooks are boring and lack authentic language and communicative activities (Templin, 1997). High school education is based essentially on the traditional "mug and jug" theory (Rogers, 1983, p. 136), in which the teachers ask themselves, "How can I make the mug hold still while I fill it from the jug with these facts that the curriculum planners and I regard as valuable?" The freshman student may see the role of the teacher to impart knowledge, and so the communicative classroom, where feedback and correction play less of a role, may call for a cultural leap and thus disconcert students.

The Rationale for the Questionnaire

To get some tentative data about these questions, I decided to give a questionnaire based on attitudes towards pair work to a third group of students, national university freshmen at the end of their first semester. Would the students, as Hyland (1994) observed, be more accepting of pair work over a period of time, or would the findings back up the observations of Class B that pair work is not always seen as a valid learning instrument?

Questionnaire

Question 1

I like to learn by . . .	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Reading	20	52	23	5	1
Studying grammar	8	39	21	28	4
Talking with the teacher	32	40	19	6	1
Listening to the tapes	20	42	28	8	3
Repeating after the teacher	18	37	34	11	1
Pair work	35	42	21	3	1
Translating from Japanese	7	32	43	15	4

Question 2

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Pair work is good because I can practice new words and grammar	11	47	27	13	0
Pair work is not good because I don't like talking in English with a Japanese person	1	5	19	53	22
Pair work is good because I can learn new words from my partner	10	40	34	16	1
Pair work is not good because my mistakes are not corrected	4	22	26	33	16
Pair work is good because I can choose the words I want to say	29	46	24	8	1
Pair work is not good because I like working alone	0	4	8	45	43
Pair work is good because I learn better by doing something	19	61	17	3	19

Question 3: In pair work when you or your partner don't understand, what do you do?

	Never	Rarely	Sometimes	Often	Always
Give up	12	34	43	11	1
Try to find a different word	4	14	29	42	11
Speak in Japanese	1	8	39	45	8
Guess your partner's meaning	0	10	37	40	12
Start the conversation again	2	22	36	32	8
Gesture or mime	11	24	29	29	8
Translate from Japanese into English	3	22	41	30	3
Use a dictionary	22	28	19	21	10
Just wait. Maybe your partner will help	8	25	40	24	4

Question 4: In pair work, how often do you . . . ?

	Never	Rarely	Sometimes	Often	Always
Ignore your partner	71	13	14	2	0
Talk about something else in Japanese	9	35	34	22	1
Sleep	91	8	1	0	0
Read the next few pages of your textbook	39	35	17	8	1
Do other homework	81	13	2	2	2
Look at your diary	68	15	14	2	1
Look out of the window	44	37	14	5	0
Sit quietly and do nothing	52	23	19	5	0

About the students	1	2	3	4	5	mean
Did they like the course	0	1	7	10	5	3.8
Enthusiam in studying	0	3	6	6	8	3.8
Did they preview the material	2	5	8	6	2	3.4
Did they understand content	0	4	7	9	3	3.7
Were they satisfied	0	2	4	7	10	3.7

Recent interest in learner-centered education implies that all who participate in learning have a legitimate interest in its quality and progress. Students are often the most logical evaluators of the quality and effectiveness of course elements. The Monbusho (1997) also recognises that improvements in both lesson content and teaching method rely on self-monitoring by teachers and student evaluation of the extent to which classes are meeting their expectations.

Results

There were 161 replies, which were converted to percentages. Due to rounding, the figures do not always total 100%.

After 15 weeks the students appear to have become acclimatised, to a degree, to the teaching methods of foreign teachers. There is a spread of learning styles with only translation being seen as less than beneficial. It is clear that the preferred learning instrument is talking to the teacher, with pair work also highly favoured. In the absence of direct contact with the teacher, pair work is seen as the next best option.

This seemingly contradicts Reid's (1987) results that Japanese students had a dislike of group work, as 80% stated that they learned better by doing something, with 88% disagreeing that working alone is good. However, over 40% doubt whether pair work provides sufficient practice, and 48% say that they doubt whether they could learn new words from their partner, indicating that they perhaps undervalue, or are unaware of, the benefits of negotiating meaning. Perhaps students need to be shown the cognitive benefits of negotiation, which would encourage greater on-task persistence.

The results here can be interpreted positively with only a small percentage of students claiming that they never use strategies when there are misunderstandings in pair work. However a majority of students admitted they at least sometimes gave up and over 90% spoke in Japanese. In other words, most learners at some point can not adjust their speaking to make the speech production comprehensible to the listener and are thus reducing chances of language acquisition. Varonis and Gass (1985) note that learners will not acquire language by being talked at; they have to be actively involved in negotiating both the quality and the quantity. Comprehensibility is crucial in determining whether spoken language works as input.

Letting the students into the picture

Looking back, Class A fulfilled the task-goals and was highly motivated. As eight of the 12 had undertaken a homestay, they perceived the similarities between pair work and "real world" dialogues, while Class B was unaware of the objectives at either the curriculum or individual lesson levels. Although they have preconceptions about what form a learning experience should take, they may be ambivalent about expressing them, in the belief that it is the teacher's job to teach. If the teacher adopts a less authoritarian role, the students may feel that the teacher is not doing the job properly. Since students often translated or talked about something else during pair-work, they may well have felt that the purpose of the activity was relaxation rather than promotion of language acquisition. Therefore it should be no surprise for learners to let L2 communicative opportunities pass if it is more convenient to use Japanese. Yet by doing so, they are missing opportunities to create modified output.

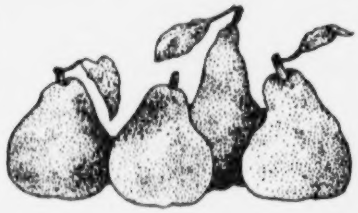
In addressing a range of learning styles which are modified by the teacher when explaining the value of "communicative" activities, Tarone and Yule (1989, p. 9) talk of ways in which both teacher and student can fulfill their expectations of what counts in the learning experience: "fight 'em, join 'em, or channel 'em," with the last being perhaps the most effective, Brown (1994, p. 176) refers to "setting the climate": impressing on the students the necessity of pair-work practice for future success. When students feel that the directions for a task are not clear, or are unsure of the purpose, "you are inviting students to take short cuts via the native language." Therefore the teacher needs to encourage knowledge of the most frequently used rubrics and using them in an initial learning exercise or game should ensure future understanding. Brown goes on to say that appealing to motivational factors is necessary for the learners to see the real uses of English in their own lives. Stevick (1980) has noted that successful communication is dependent on attentiveness and involvement in the discourse by all the participants, leading to necessary "charge."

As learning takes place through voluntary interaction, the threat of the classroom can be alleviated if learners are psychologically prepared. In order to impress upon students the importance of practice for success, the teacher could prepare a handout for the first class written in the native language for the students to read because they will be more willing to participate if they understand how classes operate.

Appropriate pair work tasks

Interestingly, Pica (1987) shows that modified social interaction was not an inevitable outcome of students' working together, but instead was conditioned by the nature of the classroom pair or group work activities in which they participated. During the "penguin in a tuxedo" activity, participants did little work to clarify or confirm message content, or check comprehensibility. This leads to nonparticipation, truncated dialogues and low on-task persistence. Although there is a sense of pleasure in stating meaning that is felt to be one's own, there is a danger of frustration as meanings are neither well defined nor easy to articulate. Both Prabhu (1987) and Pica recommend information-gap activities, involving the transfer of information in front of each student, rather than having them always come up with their own. The participants must work equally and cooperatively to complete the task and to reach a successful conclusion; individual participants cannot withhold information, nor can contributions be ignored. A classroom event is created in which students strive to make themselves understood.

Hancock (1997) has noted that during pair work of participants of the same mother tongue, the speakers switch between a "literal frame" as their normal selves and a "non-literal frame" when they are speaking the target language. The latter implies a performance and is "on record," suggesting that it is for an audience. When participants are tape-recorded they attempt to keep off-record asides off the tape, and so during regular pair work practice there is a need to heighten task-awareness to encourage extended discourse. The idea of an audience keeping the student "on record" is crucial, yet it is impossible for the teacher to be everywhere at once. An idealised listener needs to be created, with tape recorders one solution. If using recorders is not practical, using dummy microphones or appealing to imagination to create such an idealised audience can also be tried.



Keeping the students in English

Pair work does not always succeed in creating natural patterns, as task design often makes learners so intent on "formulating their contributions as determined by the activity rubric" (McCarthy, 1991, p. 128), that they pay little attention to the contributions of others. This leads to students ignoring the natural patterns of back channel and utterance completion. Richards and Schmidt (1983) show that pair work conversations consist of Q-A-Q-A exchanges. Learners need to answer, then give extra information and then follow up by asking another question. Awareness training in how turns are given and gained may help sustain on-task concentration, and tape recording of pair work interactions may be useful here as well. Students can be asked to consider communicative problems and evaluate the success of various strategies. Lexical realisations of turn management can be taught directly, and paralinguistic drop in pitch, head turning, eye contact and gesture can all be made apparent through authentic video highlighting the students' own communicative lack and significant cultural differences. The teaching of "conversation" requires more than parroting dialogues, in lip service to communication through situational encounters; it also must focus on strategies for conversational interactions requiring more than correct, grammatical sentences. Elicitation devices to receive topic clarification, echoing parts of sentences for recycling and topic shifts can be covered by considering both the transactional and interactional uses of language.

Before undertaking a role-play exercise, brainstorming and topic generation through whole class discussion of related language establishes schemata and should cover vocabulary that the student will want to say. After introductory activities, the students practice a dialogue that serves as a model, and then perform a role-play with cue cards that have been prepared by the teacher from authentic dialogues. The students then listen to, or preferably view on video, native speakers performing a role-play and then compare the differences between language functions and meanings. Feedback leads to heightened awareness and the learners can introduce effective means and a range of expressions into their strategic competence.

Conclusion

Questionnaire data can yield varied interpretations, along the lines of the half full or half empty glass, and indeed looking at the tables one could be optimistic about students' beliefs about the value of pair work tasks. However the tendency to give up or to speak in Japanese indicates perhaps that some students do not have a clear grasp of the key reason for pair work: that languages are not learned through memorisation of language, but by internalising language that is made comprehensible through persistence and an emphasis on understandable conversational interactions. Therefore, the classroom teacher needs to raise students' awareness of the importance of pair work and to teach strategies enabling the student to continue the conversation. After all, simply put, one learns how to "do" conversation by practicing it, and it is only when there is an incentive and a need to communicate that the necessary communicative "charge" is introduced.

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USUKI, cont'd from p. 9.

Implications for Teachers: My Learning as a Teacher

Although teachers and learners must both struggle with their limits and potentials, it is my belief that promoting learner autonomy does not necessarily mean a complete rejection of teacher authority, or that teachers and students should have equal positions of power. It is a fact that power differences between the teacher and the students exist. As Widdowson(1987) notes, "the learner really exercises autonomy only within the limits set by teacher authority." For both teachers and students, learner development is a challenge for self-realization, in opposition to the limitations of the status quo, and it is the means by which they can become aware of this struggle. Pennycook (1997) also insisted on students' empowerment: "To become the author of one's world, to become an autonomous language learner and user is not so much a question of learning how to learn as it is a question of learning how to struggle for cultural alternatives" (p45). Enhancing learner autonomy should not be undertaken merely in order to make teachers and learners appear equal in power. Instead, we should consider the importance of trust between the teacher and the students. Basically, if students and the teacher do not accept each other, the lessons will not be organized properly.

As for us, most Japanese teachers have been taught a language teaching method that involves one-way knowledge transmission. So we teachers ourselves need to reflect critically on our past learning experience. But this does not mean a total rejection of teacher-centeredness. Reflecting on my teaching diary, I feel now a complete rejection of teacher authority might be dangerous. I believe that the most important thing to consider is the responsibility of a teacher as a teacher and a learner as a learner; self-direction of their own roles as teachers and learners.

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対人コミュニケーション・モデルから考える「日本事情」の一可能性

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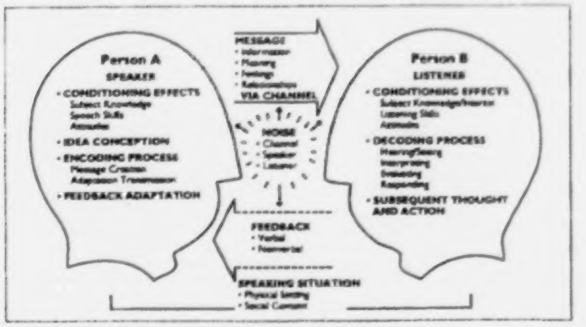
Ⅰ．はじめに

昭和３７年に公布された文部省令２１号に「日本語科目および日本事情に関する科目（以下日本語科目等という）を置き，これを開設する場合，いくつかの授業科目に分けて実施することができるものとする。例えば，日本事情に関する科目としては，一般日本事情，日本の歴史および文化，日本の政治，経済，日本の自然，日本の科学技術といったものが考えられる。」という一節が登場して以来，多くの日本語・日本事情教育関係者（例えば，豊田，1988; 原上，1988; 細川，1994; 溝口，1995 等）によって日本事情の位置づけに関する議論がなされてきた。これらの議論を総括すると，金本（1988）や細川（1995）が指摘しているように，日本語の授業と切り離して専門分野の講義として行われる場合と，日本語教育の一環として行われる場合に大別できる。前者は形態によってはＪＳＰの一種と見ることもできるが，通常の日本語のクラスとは専門性という点で大きく異なり，同じような興味あるいは専攻を持つ学生がある程度の人数いる，学生が専門科目受講に耐え得るだけの高い日本語能力を有するか教員と学生が日本語以外の共通言語を持つといった条件が揃わなければ実現は難しい。

本稿では，学生の興味や専攻が異なる，日本人学生用の科目を取るだけの日本語能力がない，学生と教員間の共通言語は日本語しかないといった条件下で教えられる留学生共通科目としての日本事情を，Klopf（1998）による対人コミュニケーション・モデルを基に，日本語学習者が異文化間対人コミュニケーションを行う際に発生する文化的妨害要因を取り除き，より円滑なコミュニケーションを実現するという観点から論じてみたい。

Ⅱ．対人コミュニケーション・モデル


Person A
SPEAKER
• CONDITIONING EFFECTS
Subject Knowledge
Speech Skills
Attitudes
• IDEA CONCEPTION
• ENCODING PROCESS
Message Creation
Adaptation Transmission
• FEEDBACK ADAPTATION
MESSAGE
• Information
• Meaning
• Feelings
• Relationships
VIA CHANNEL
NOISE
• Channel
• Speaker
• Listener
Person B
LISTENER
• CONDITIONING EFFECTS
Subject Knowledge/Interest
Listening Skills
Attitudes
• DECODING PROCESS
Hearing/Seeing
Interpreting
Evaluating
Responding
• SUBSEQUENT THOUGHT AND ACTION
FEEDBACK
• Verbal
• Nonverbal
SPEAKING SITUATION
• Physical Setting
• Social Context

対人コミュニケーション過程のモデル（Klopf，1998，P．24）

上の図は Klopf（1998，p．24）による対人コミュニケーション過程のモデルである。簡単に説明すると，話し手（speaker）はメッセージ（message）を作るが，そのメッセージの内容や性質は話し手の話す技能（speech skills）と話題に関する知識（subject knowledge），態度（attitudes）などによって左右される。話し手に自信があり，聞き手（listener）やトピックに対して積極的な態度を有することで効率的なコミュニケーションが行える。話し手は話すように刺激されると，何を話すべきかということに関する思考を持つ（idea conception）。そして，その思考を聞き手に送るのに適した形のメッセージに変換し（encoding）始めるのである。まず，メッセージを作成するための記号を選択しなくてはならない。記号には音声，非言語信号，書くこと，動作，絵を描くこと等が含まれる。記号自体は思考や感情そのものではなく，ただそれらを表現するに過ぎない。聞き手は，話し手の言動によって話し手が何を考え，何を感じているのかを推測する。従って，同じ記号が持つ意味は人によって異なるのである。話し手から送られた記号は聞き手の心の中で応答を誘発する。

メッセージは情報（information），意味（meaning），感情（feelings），人間関係（relationships）などを包含するが，聞き手がメッセージを受け取ると，そのメッセージの解読（decoding）が始まる。聞き手はメッセージを知覚する（hearing／seeing）と，意味を決定する為に解釈し（interpretation），そのメッセージに対する評価を下す（evaluation）。例えば，聞き手はそのメッセージに同意するか，否か，あるいは，そのメッセージが自分にとって良いものであるかどうか等である。解読過程において，聞き手は話し手から送られた記号に意味を与えるが，その意味は聞き手の話題に関する知識や興味（subject knowledge／interest），聴く技能（listening skills），自分自身に対する態度（attitudes）などによって決定される。解読過程の最後に，聞き手は応答の準備をするが，その応答ははっきりと知覚出来る場合と出来ない場合がある。前者はフィードバック（feedback）と呼ばれ言語（verbal）によるものと非言語（nonverbal）によるものとがある。

メッセージやフィードバックが話し手と聞き手の間を行き来する際には，予期せぬ出来事が正確な解釈の邪魔をすることがあるが，これを妨害要因（noise）と呼ぶ。妨害要因は物理的状況と共に話し手や聞き手の中にも存在する。物理的な妨害要因は，例えば，授業中であれば学生の咳の音，ささやき声，椅子を動かす音，教室外からの騒音，気温等である。話し手や聞き手の内部に存在する妨害要因としては，話題に関する知識の乏しさ，準備不足，聴解・発話能力の低さ等が考えられる。更に，どもりや調音間違いといった身体的あるいは精神的な問題も妨害要因として作用する。

共通の母語を持つ者同士のコミュニケーションにおいてさえ，以上のような妨害要因が存在するが，母語の異なる者がコミュニケーションする場合，すなわち，異文化間コミュニケーションという状況下では，これらの妨害要因以上に，十分に理解できない言語や非言語記号，数多くの文化に関連した障害が分別のある解釈を妨げるのである。

以上、述べてきたことを実際の異文化間対人コミュニケーションに当てはめて考えてみよう。アメリカからの留学生が日本人の知り合いに会ったという刺激を受け，挨拶しようと考える。まず英語か日本語か，どちらかの記号を選択しなければならない。外国語である日本語を選択し，時計を見る。12時15分前である。日本語ではこの時間の挨拶は「おはようございます」だろうか。それとも「こんにちは」だろうか。確か日本語のクラスで午前中でも正午に近ければ「こんにちは」の方が自然だと習った。「こにちは」にならないように「ん」に一拍置いてはっきり発音しなければならない。日本語で挨拶する時にはお辞儀をするが，お辞儀をするには握手をする時よりも距離を取らなければならない。お辞儀の仕方も相手との関係によって違うと習ったが，この人にはそんなに深く頭を下げる必要はないだろう。「こんにちは」と言った後、何を言えばいいだろう。英語では “How are you?” と言うところだが，日本語訳にあたる「お元気ですか」は，よく会っている人にはあまり言わないと習った。それでは何と言えばいいのだろう。この人にはこの間，夕食をごちそうになった。こういう時は日本語では確か「先日はどうもありがとうございました」と言えばよいはずだ。以上のようなことを一瞬のうちに考えながら，挨拶とお礼というメッセージを言語記号と非言語記号の両方を用いて聞き手に送るわけだが，メッセージ作成にあたって一般的な日本人がこのような状況下でどう振る舞うかという知識が必要になってくる。

次に逆の場合，すなわちメッセージの受け手が非日本語母語話者の場合を考えてみよう。知り合いの日本人と出会ったが，その人はにこっと笑いながら会釈をし「こんにちは」と言った。「こんにちは」という言語記号は挨拶であり，自分に対する好意を表しているのだと解釈する。いい人だという評価を下し，応答を考える。はっきりとわかる方法，すなわちフィードバックを行うことにする。どんな記号を使えばよいだろう。まず，日本語という記号が話し手によって使われたので自分も日本語という記号を使う。言語記号は「こんにちは」でいいだろう。だが，言語記号だけでは充分ではない。お辞儀という非言語記号を送るのも忘れてはいけない。「こんにちは」の後，何かメッセージを送られたが，自動車のクラクションという妨害要因によって良く聞き取れなかった。どうも「先日はどうもありがとうございました」というメッセージを送っているらしい。これは一体どういう意味だろう。「先日」というのは「何日か前」という意味だし，「ありがとうございました」というのは「お礼」を意味する。しかし一体何に対する感謝だろうか。確か，日本人は他人に何か親切を受けると，その次に会った時にお礼を言うが，アメリカ人とは違って具体的に何に関する感謝かということを言わないと習った。この人にどんな親切をしてあげただろう。一週間前にアメリカからのお土産をあげた。それに対するお礼だろうという解釈をする。もちろん推論に過ぎず，もしかしたら別のことでお礼を言っている可能性もある。どんな応答をすればいいだろう。日本人はよく謙遜する人達で，人に物をあげる時にも「つまらない物ですが」と言うと習った。あまり自信はないが，この場面でも「つまらない物ですが」という記号を使用してみよう。ぴったりくる表現ではないかもしれないが，他に何と言えばいいかわからない。好意を表す為に非言語記号は微笑みを使用しよう。立ち話が始まり，日本人が「いやあ、今度の衆議院選挙では野党の方が強そうですねえ。自民党も最近弱くなりましたねえ。橋本さんがかわいそうですよ。」というメッセージを送ってきた。音声自体は聞き取ることができたが話題に関する知識がない。「選挙」は習ったが「衆議院」，「野党」，「自民党」がわからない。「橋本さん」というのは一体誰だろう。解釈しようとするが話題に関する知識が不足している為に上手くいかない。話し手は聞き手のフィードバックを待っているが，「沈黙」という見えない応答を返すしかない。今度は日本人の方がメッセージの受け手であるが，「沈黙」というメッセージを受け取り，「相手はこの話題に対して興味がないのだろう」という解釈をし，「それにしても少しくらい何か言ってくれてもいいのに嫌な奴だ。たぶん私のことがあまり好きではないのだろう。」といった評価を下す。

以上のような過程を経て対人コミュニケーションは起こるわけだが，異文化間コミュニケーションという環境下では母国語話者の文化というものが非常に大きな役割を果たしていることがわかる。そこで，次節では，対人コミュニケーションにおいて妨害要因となる文化についての考察を試みたい。

Ⅲ．対人コミュニケーションにおいて妨害要因となる文化

これまでにも指摘されているように（例えば，石井他，1996; Klopf, 1998），多くの学者が非常に多様な領域からなる文化という概念の定義付けを試みてきたが，佐野他（1995）は，文化は「芸術，歴史，科学など」の「表の文化」と「年中行事や結婚などの社会的習慣や衣・食・住に関わる生活様式など」の「生活文化」の二種類に大きく分けられ，異文化理解の立場からは「生活文化」が重要であると述べている。

異文化間対人コミュニケーションにおいて妨害要因となり易いのは，実はこの「生活文化」なのである。「表の文化」というのは専門性が強く，日本人でも専門的に勉強したことがなければそれほど詳しく知っているとは考えにくい。例えば，日本人でも日本の科学界では何がどんな理論の基に研究されているかということを聞かれて答えられる人は多くないだろう。日本史や日本の政治制度にしても，受験生は別にして，全ての日本人がそれほど詳しく知っているとは思えない。専門的な話をする際にはもちろん専門知識がコミュニケーション成功の鍵となるが，日本人同士でも専門的な知識というのは異文化間コミュニケーションにおける場合と同じレベルで妨害要因になり得る。また，留学生教育を考えた場合，専門的な知識というのは個々の学生によって異なり共通性が少ない。

要するに，留学生が日本語でコミュニケーションを円滑に行う為の文化知識というのは，専門的事象ではなく，ある程度の年齢になれば日本人なら誰でも知っていそうな事柄，所謂，一般常識のことである。一般常識と言っても，入社試験で試されるようなものとは異なる。なぜなら，そういったテストは勉強しなければ，日本人でも上手くいかないからである。特に勉強しなくても日本人であれば大体は知っているといったレベルでの一般常識である。例えば，冠婚葬祭におけるルール，人前でしてはいけないこと，人を訪れる時のルール，儀礼的言語表現，挨拶の仕方，特に，もしそのルールに反すると人を傷付けたり，無礼な人，あるいは嫌な人だと思われるような事である。また，それを知らなければ，恥をかいたり，立ち往生してしまうようなルールである。

Ⅳ．異文化間対人コミュニケーション能力向上を目的とした日本事情

留学生の為の共通科目としての日本事情を考えた場合，学生の専門も興味も多岐にわたっているため，共通点を考えてその最大公約数をとらなければならない。それは何かと言えば，全員が現在日本に住んでおり，程度の差こそあれ日本人と日本語でコミュニケーションしなければならないということである。対人コミュニケーションにおいて，メッセージを正確に構築したり解釈したりする為には，相手とどれだけ情報や知識を共有しているかということが鍵になる。日本事情の一つの役割として，日本人が共通して持っている一般知識を教えることによって，日本語での出来るだけ正確で円滑なコミュニケーションの手助けをするということが考えられるのである。

加藤他（1989）は言語行動を行う際に言語形式以外の構成要素についても規範，規則が存在するとしているが，これは人間の行動全てに共通することであろう。人は様々な行動をするにあたって自分が属する社会という枠の中で決められた規則や規範を意識的，あるいは無意識的に犯さないようにしているのである。言語活動では，言語形式，例えば，文法や発音における誤りは，ほとんどの場合外国人だから間違えたのだという解釈がなされるだろう。これに対して言語形式以外の規則に関しては，外国人だから間違えたのか，それともその人が常識のない礼儀知らずな人間である為なのか，という判断が時として難しく誤解を生む危険性がある。これが対人異文化コミュニケーションにおける文化的妨害要因なのである。日本語の授業では，主に言語記号の仕組みを学び，更に学習した記号を実際のコミュニケーションの中で正確に，かつ迅速に使いこなす為の練習を行う。一方，日本事情では，日本語母国語話者が共有する文化を学ぶことによって，対人コミュニケーションにおける文化的妨害要因を取り除くのである。

以上のようなことが目的の日本事情では，前節で述べたように，専門的な知識ではなく，日常レベル，一般常識程度の知識，すなわち日本人であれば誰に聞いても大体知っているような情報を与えることが必要である。もちろん，日本あるいは日本人研究を専門としているような学生にとっては日本人が何か行動をする際の理由やその裏に潜む日本人の価値観といったことを学ぶことが，むしろ中心になるかもしれないが，そういった専門ではない学生が大多数を占める留学生共通科目としての日本事情の場合には，あまり専門的になり過ぎてはいけない。なぜなら，日本人自身がある儀礼的行動を取る場合，実際にはそうするのがしきたりだからという理由だけで行っている場合が多いからである。例えば，「私達日本人は集団主義を重んじ相互依存が大切だから，この場合はこういう挨拶をしなければならないのだ。」とか「どうして箸を使うのだろう，その起源は何なのだろう。箸を使用する文化とナイフやフォークを使用する文化の間には，どのような違いが生ずるのだろうか。」などと考えて行動しているわけではないだろう。日本人がある行動をする裏には，歴史的なことや様々な事象に対する日本人の考え方が存在するのは当然であるが，ここでの日本事情は，日本研究や日本人論ではなく，あくまでも日本人相手のコミュニケーション円滑化が目標なのだから，大切なことは一つ一つの事象に関して深く研究することではなく，出来るだけ広く日本人の一般常識を知り，実際のコミュニケーションの場でその知識を応用できるようになることである。大学の授業というと，とかく学問的でなければならないと考えがちであるが，ここでの目標はあくまでも外国語である日本語による日本人とのコミュニケーション技能の養成である。また，日本人の一般常識を学習すると言っても，日本人と同じような振る舞いを強制すること，すなわち同化が目的ではない。外国語である日本語での対人コミュニケーションを少しでも円滑に行いたいという学習者共通のニーズに答えることが目的なのである。実際のコミュニケーションにおいて，日本人と同じ様に振る舞うかどうかという選択はあくまでも学習者自身にある。もちろん時と場合によるが，仮に自国文化のルールに従って行動したとしても，日本人ならどうするかということを知っていれば，自国文化と日本文化との違いを説明することによって自分の行動を理解してもらうこともできる。日本語を話す際には日本人と同じ様に振る舞うべきだという考え方もあろうが，これでは結局日本語を母語とする者が常に優位に立つことになってしまい，平等な関係を築き上げることが難しくなってしまう。このことは，すでに国際語となった感のある英語が提示してきた問題点でもある。言語学習の大きな目的の一つは異なる文化や考え方を持つ者同士の相互理解であるが，これは各人のアイデンティティーを尊重せずには為し得ないことである。日本語が国際舞台で使用され，様々な文化や習慣を持つ人々が日本語でコミュニケーションするようになればなるほど，各人のアイデンティティーを尊重することが大切になるであろう。

実際のクラスでは，例えば以下のような項目に関して日本人であれば誰でも知っていそうなことや，毎日のニュースで取り挙げられるような，現在の日本で話題になっていることを中心に扱う。

> 様々な場面での挨拶，年中行事，祝祭日，衣食住，政治制度，歴史，地理，教育制度，宗教，差別問題，雇用制度，冠婚葬祭，家族，スポーツ，伝統芸能，芸能界

学習項目の選択，扱う順番，細かい内容，各項目に費やす時間などについては，学習者の興味，ニーズ，そして日本語能力に合わせて決定すればよい。大抵の日本人が知っていることという点で，新聞やテレビのニュース，ワイドショー番組，義務教育である小学校や中学校の特に社会科の教科書などは非常に参考になる。また，多くの日本語の教科書が文化的なことに触れているが，日本語の授業ではどちらかと言えば言語的知識の習得や運用能力の養成に重点が置かれる場合が多いから，日本事情では日本語の授業で習ったことを基に文化的事象に更に焦点を当てたり，日本語の授業で出てこない文化的事象を扱えばよいだろう。学習者の日本語能力という点だけではなく，シラバス作成の面でも日本事情教官と日本語教官は常に連絡を取り合い，お互いの授業でどんなことを扱っているかということを知っていなければならない。

Ⅴ．おわりに

本稿では興味や専門が大幅に異なる留学生が共通科目として履修する日本事情における一可能性として，異文化間対人コミュニケーション円滑化を目的とした文化学習を提案した。日本語以外に共通語を持たず、しかも多種多様な興味や専門を持つ留学生が混在するクラスにおいては，日本語による対人コミュニケーション能力向上という，学生のニーズの最大公約数を取ることが最良の方法であると思われる。外国語による対人コミュニケーションを円滑に行う為には，当然目標言語に関する知識や運用能力に加えて，目標言語母国語話者が共有している文化的知識が必要とな

る。この場合の文化とは，生活文化，すなわち日本人にとっての一般常識であるが，日本事情ではこういった一般常識の学習が可能である。日本語の授業で言語能力を養い，日本事情の授業で対人コミュニケーションを円滑に行う為の情報を得るのである。時間的な余裕があれば知識を得るだけではなく，文化運用能力を身に付けるような活動も教室内外で行ってもよいだろう。日本語と日本事情の授業が連動して，留学生が日本語によるコミュニケーションを上手く行えるようになっていくのである。

今後の課題としては，日本人の一般常識をどこまで一般化できるか，副次文化による差異をどのように扱うかということ，そして日本語授業との連携を考慮したシラバスや教科書作成が挙げられる。

最後に，日本事情は非常に幅広い分野であり，こうしなければならないという絶対的なものは存在せず，それゆえに様々な条件，例えば学習者の専門，興味，共通言語，日本語のレベル，担当教員の専門分野，数，授業時間数等によって教える内容や教え方を臨機応変に変えていかなければならないということを確認して本稿の締めくくりとしたい。

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This paper discusses the role of *Nihonjijou*, or "Japanese culture and affairs," in interpersonal communication. In interpersonal communication among people with different cultural backgrounds, the differences tend to add *noise*, which interferes with accurate translations and interrelations. Nihonjijou can be taught to provide Japanese language learners with pertinent information about Japanese culture, to ease or eliminate cultural noise, and to enable them to communicate smoothly. The culture to be taught in this kind of Nihonjijou is neither academic nor specialized, but what is common knowledge among ordinary Japanese people, since such knowledge seriously affects foreigners' interaction with Japanese in everyday situations. Together with linguistic knowledge and ability learned and acquired through Japanese language courses, cultural knowledge taught in Nihonjijou helps learners communicate smoothly in Japanese.

KANAOKA, cont'd from p. 19.

practice formulating analytic questions, think aloud about challenging issues, all while respecting other participants' intuitions (Underwood and Wald, 1995). In designing the occupational setting, careful selection or integration of these pedagogical methods will become more critical for the benefits of critical thinking education in a growing complex society.

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Program Evaluation

The Aoyama University English Department 50th anniversary lecture series by Alister Cumming

During the week of May 24, Alister Cumming gave a series of lectures and workshops at Aoyama University, Tokyo, as part of the English Department's 50th anniversary celebrations.

"Education is an inexact area of activity, so evaluation is a way of appreciating the art of teaching," said Cumming. "Evaluation creates an awareness of the richness, the creativity, and the philosophies of the people involved."

Best known for his research into second language writing, Cumming heads the Modern Language Centre at the Ontario Institute for Studies in Education (OISE), University of Toronto. Past editor of the journal *Language Learning,* he is on the Writing Team of the TOEFL 2000 Project, and he has served as a consultant on some 20 different program evaluations, including a recent survey of language development in 25 countries.

"In North America, these surveys are in the newspapers all the time because everyone's concerned about which country is on top. That's kind of misleading, a 'racehorse approach.'

"For the top third, the scores are so similar that the differences don't matter and are often the result of the tests used. The lower third should be concerned about their education but usually these are countries with a lower socioeconomic state of development and they don't have the resources or the values of the upper third."

According to Cumming, the real value of comparative surveys was to describe different approaches in education and to develop descriptive models of the process. He drew one such model on the blackboard, a simple interaction between four different variables. They met like streets at an intersection. From within these terms, he described education as the intersection of teaching, learning, a social context, and a content or subject matter. In the case of EFL, the content was language education.

Cumming distinguished the purposes of evaluators from those of researchers in education: An evaluation may yield valuable insights into the educational process, but its purpose is to gather information in order to make decisions about a program. He then listed seven benefits of evaluation: (a) validating educational innovations, (b) informing program development, (c) ascertaining what students learn, (d) illuminating the perspectives of a particular group, (e) clarifying an educational rationale, (f) proposing ethical criteria, (g) appreciating the art of education.

When asked, "What's the best method of teaching language?" he emphasized the importance to learners of using a language for communication in meaningful, relevant ways, and he stressed that language learning took a very long time and great efforts. But Cumming challenged the assumption of a single approach even within a single curriculum. He differentiated between the *intended achievement* of a language education program, the *implemented curriculum,* and the *achieved curriculum.*

"When you talk about a method, that's at the level of the intended curriculum—what you're supposed to do. When you study teachers, you find out they do a lot of different things. And even if the method or the textbook is supposed to be the same, students attend to different things."

Cumming described how he had been involved in an assessment of a new program in Ontario and found a complete mismatch between expectations and results.

"What the teachers thought they were doing was very different from what the program described. The problem was that after the program had been developed, there was no money left for implementation, for teacher training. The teachers were just given the curriculum guides."

In another case, he took part in a four-month evaluation of ESL programs in Vancouver. One decision which would emerge from the assessment was a common one in North America: Should the growing ESL student population have a separate program or be mainstreamed into regular classrooms—a cheaper alternative? One part of his study showed that some regular classroom teachers were coping with ESL students in their classes. Although he did not recommend it, one year later, the provincial government used this finding as a rationale to cut ESL programs.

Ideally, Cumming explained, evaluation can be an important tool in improving the quality of education. Among its benefits he reviewed, evaluation could illuminate the perspectives of a particular group: In Japan for example, returnees are functionally bilingual in English but lack the equivalent academic skills. Evaluation can also clarify the educational rationale for a program and make the goals clearer to the staff, freeing teachers to pursue them by drawing on their own knowledge and experiences.

"An English language teacher I studied a few years ago was very musical, and she organized her classes around musical themes. Her students repeated things in choruses and she would orchestrate them. She put them into groups like little ensembles performing for other people."

Noting that individual teachers, consciously, or not, often work in terms of metaphor, Cumming added, "she was getting her students to rehearse so they could perform as university students in their second language."

Reported by Gregory Strong

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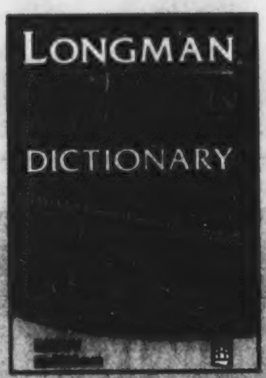
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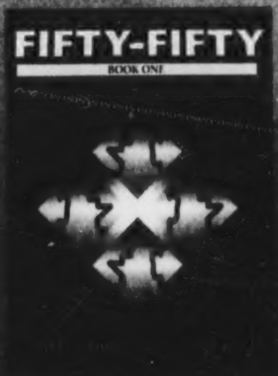
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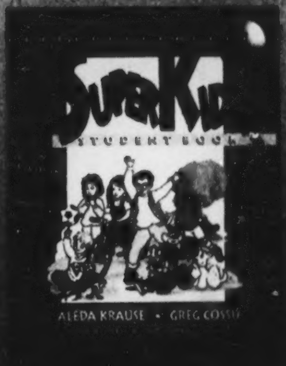
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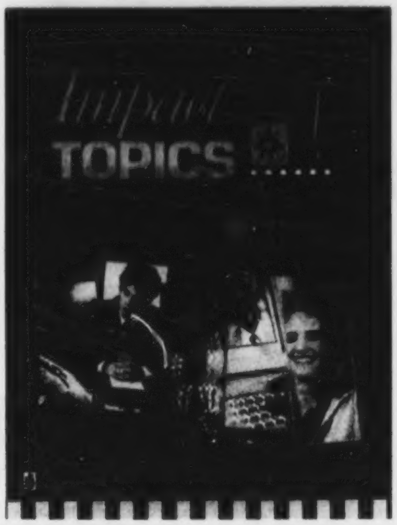

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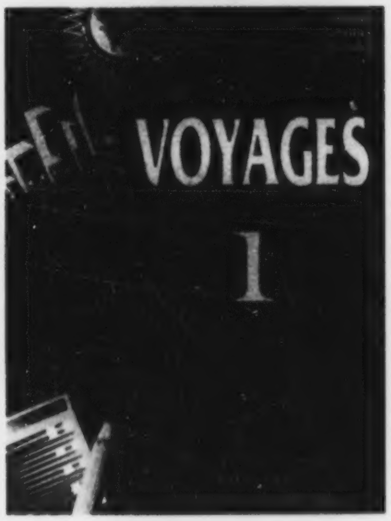

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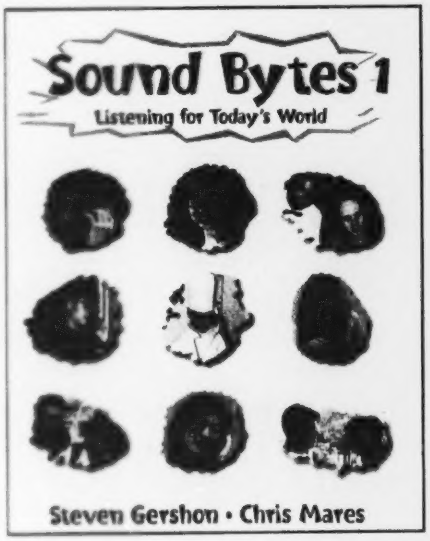
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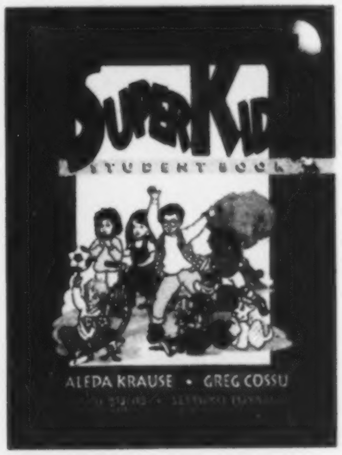
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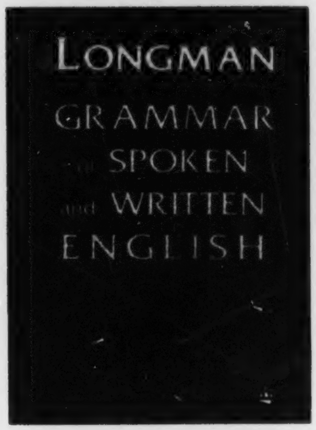

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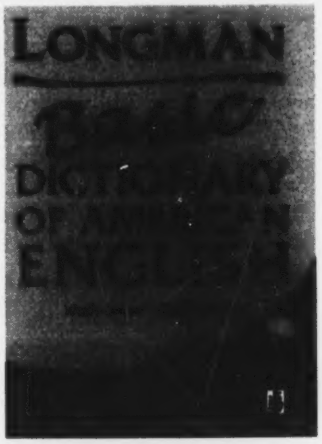

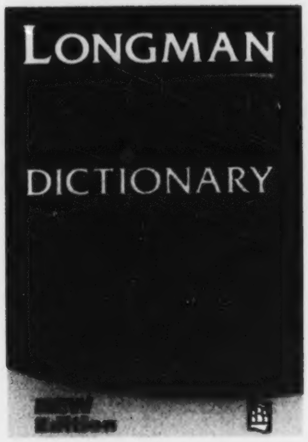

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Using Crosswords to Teach Explanation Strategies

Mike Guest, *Miyazaki Medical College*

Have you ever been in a position where a student calls you over to their desk and says, "Teacher, how do you say (a Japanese word) in English?" You don't know that word, so you ask the student to explain it. What follows is a comedy of chaos with students offering up similarly obscure words, making vague kanji-like patterns in the air and offering a few free associations that seem to be drawn from outer space.

Or perhaps, if you are Japanese, you have been asked by a non-Japanese speaker what a certain Japanese thing is or what a certain Japanese word means and, not knowing a direct equivalent in English, either start to panic or are reduced to silence.

Such cases demonstrate a difficulty in finding alternate or circumlocutionary strategies for explaining words and ideas. The pressure to find a direct equivalent in English can dominate to the point of paralysis. However, even native speakers in their own languages resort to using alternate explanation strategies when an appropriate or exact term does not come immediately to mind, so why not empower students by teaching them some of these useful strategies? Because of this recurring problem, I have devised a lesson that addresses and aids in developing such circumlocutionary skills.

Procedure

1. Make students aware of the problem by citing samples like those mentioned above.

2. Reveal a list of explanation strategy patterns as follows:

It is a kind/type of...
It is similar to...
It is a part of...
It is the opposite of...
It is a person who...
It is a place where...
It is a time when....
It is something used for/when/by....
It's a way of...
It's how you feel when...
It is something you do/say when...
It's a case in which you...

(Some combination of these strategies should be sufficient to explain almost any word).

3. Go through the list briefly, explaining how each pattern can be used to explain a difficult word (i.e. "'It is a person who' can describe jobs or personality types.")

4. Put the students into groups of three and give them three Japanese words to explain using these strategies. *O-bon, enryo, irori, chindonya, hansei* and *mottainai*, for example, provide a varied selection. Half of the groups get three of these words on a slip of paper, and the other half get the other three.

5. Tell students that they should combine two or three of the strategies in order to create a good explanation. Also tell them that it is fine to add an example or extra information to the strategies.

6. After about seven or eight minutes of preparation, put two teams of three together. They give the explanations of their words while the opposite team tries to guess which word it is. This is done alternately until all six words have been explained. Monitor this process.

7. Then, elicit some explanations that were used from students and point out various weaknesses in their strategies. (The most salient is the tendency to begin from a very specific or particular characteristic while ignoring a more general one, such as *chindonya*, "It's a person who makes a lot of noise on the street.") Tell students, for example, that an explanation which moves from general to particular qualities is much easier to process.

8. Proceed to the centre of the lesson—self-made English crossword puzzles (see "Making the crosswords" section below). There are two versions of the same puzzle. One has all the vertical words missing, and the other has all the horizontal words missing. Students are put into pairs such that they will have opposite versions of the puzzle. Instruct students to find out the missing words by asking their partners "What's number X down/across?" The other partner must then explain the word by using some combination of the strategies practiced earlier. When the word is correctly guessed, it is filled in on the crossword until all are completed. (It is important to note here that our goal is not to have students produce exclusive, airtight definitions as much as it is to use a strategy sufficient to communicate the word/concept so that one's partner can comprehend it.)

9. Make sure that students are distanced from other pairs so that they cannot hear others give the answers.

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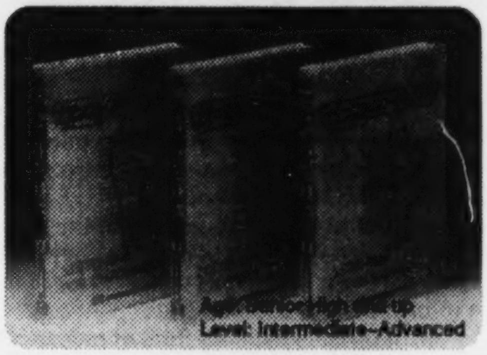

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Also, make sure that if students don't understand a word in the crossword, you are able to whisper a Japanese approximation of the meaning to them.

10. Once most pairs are finished, ask students for examples of the most difficult words they had to explain. Give concise samples of how you would explain them.

Making the crosswords

Crossword Creator or any other crossword-generating program will make the task simpler. The number of horizontal and vertical words should be equal; sixteen (eight down and eight across) is optimum. The words should all be known to the students; recently studied vocabulary might be reviewed here. A variety of different part-of-speech words and a combination of abstract and concrete words should be used.

Why it works

This lesson works well for several reasons. There is an obvious need for the language strategies introduced and practiced here, so it has a clear practical application. The students gain a sense of achievement, as the task has clear goals as well as providing a meaningful opportunity to apply the language strategies that they have just learned. The information gap task is easy to understand yet gives students a stimulating challenge. Last but not least, the game aspect of the crossword puzzles makes it fun. Suffice to say that I've never had a student fall asleep during this one!

Quick Guide

Key Words: Speaking, Language strategies
Learner English Level: High Beginner and above
Learner Maturity Level: Almost any
Preparation: 1 hour (1st time only)
Activity time: 50-80 minutes (flexible)

Spontaneous Oral Interaction: The Talk Show Format

Miriam T. Black, *Kyushu Lutheran College*

In places where young people are exposed to TV, they are also familiar with talk shows. Talk shows range across cultures in variety and purpose, but the general format is the same. The main components are the host, the guest(s), and an audience that participates in the show. To promote more spontaneous oral interaction and maintain student interest in listening to their peers speak in English, this format was adapted in two ways. These activities were used in a class of twenty-five junior high students who were beginners in the language. These students had a basic grasp of question and answer formation. They could also use past, present and future tenses to some degree. The talk show activity was used as a cumulative activity, to give students more integrated practice with these grammar structures.

Talk Show Variations

The first talk show adaptation starts by letting each student choose someone he or she wants to be as a guest on the talk show. Students can choose to be a popular entertainer, historical figure, or a totally fictitious character of their own imagination. They can also choose to be an expert in some area with which they are familiar (for example, a soccer expert or pizza expert). In preparation for being a guest, each student prepares a brief talk (three to five sentences) about his or her character or topic.

The show begins in class by the teacher randomly calling a guest to come to the front of the room to be interviewed. The front of the room can be transformed easily into the TV studio by putting chairs in front, writing the name of the show and an applause sign on the chalkboard, and using a marker for a microphone. After the short interview, with the teacher acting as the host, the teacher then elicits questions from the audience (the rest of the class) which the guest has to answer.

The teacher involves all students by having each one ask at least one question to a guest during the class period. The host's informal and seemingly random method of choosing students to ask questions alerts them to the fact that they might be called on whether they have a question or not. The teacher can also clarify student questions and responses, correct pronunciation in a non-threatening way, and generally keep things moving so that there is no lull in the action. Each guest should be interviewed for no more than five minutes.

Students rise to the challenge by asking difficult questions, hoping to confound their peers, and in doing so make the exchange more challenging. For example, a guest posing as Madonna was asked why she wasn't married and what her future career goals were. Even though some of the students are not so pleased with having to be the guest, the task is not overwhelming for them. Student preparation and teacher intervention help all students to be successful guests.

A second variation of the talk show format is to have groups of students create their own shows and perform them for the class. Groups of four or five students choose the theme of their talk show (sports, entertainment, politics, etc.) and then designate who will be the host and the guests within their group. Next, they collaboratively write the dialogue. The teacher spot-checks the dialogues for errors and comprehensibility.

MY SHARE, cont'd on p. 76.

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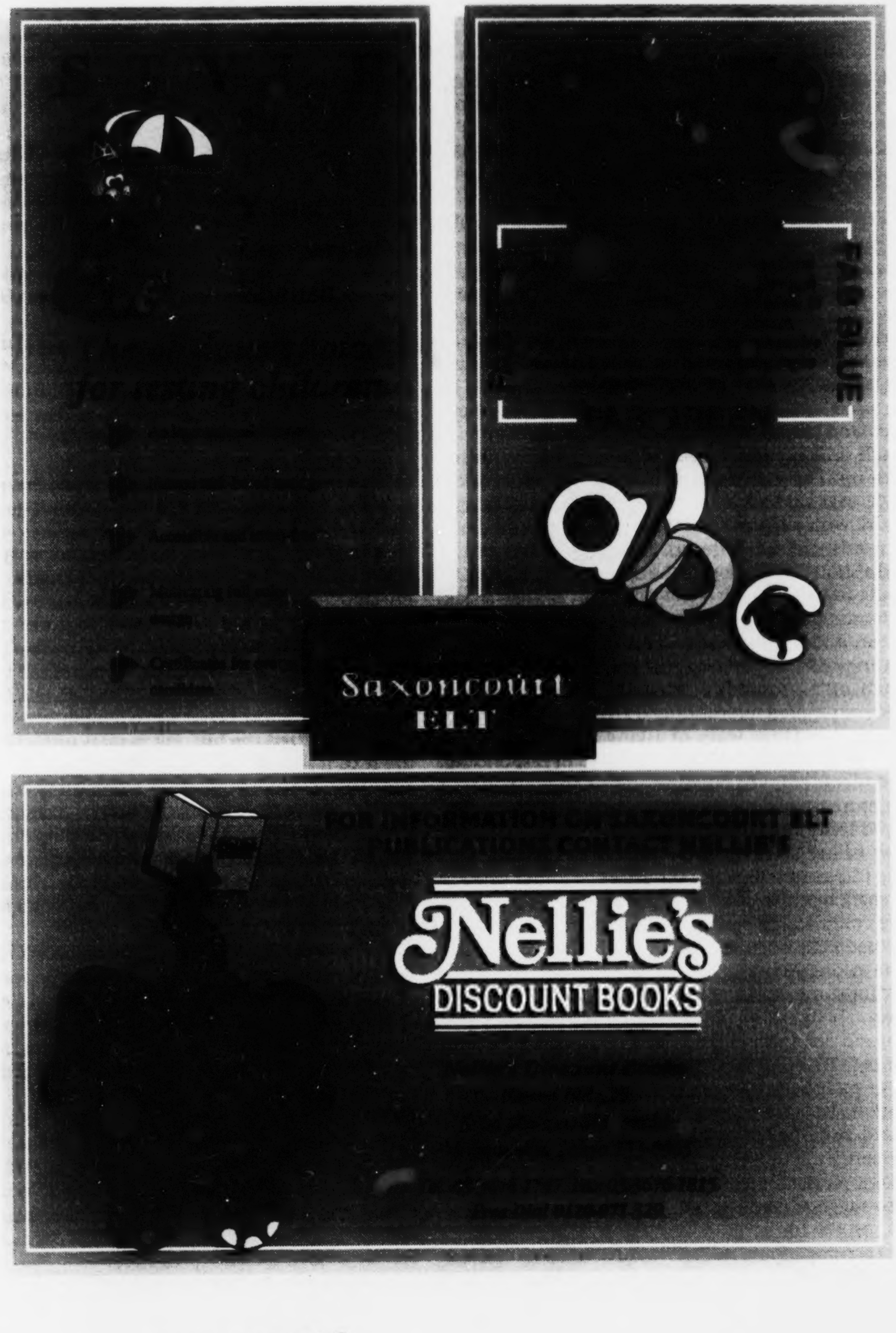

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Book Reviews

edited by katharine isbell & oda masaki

OnLine: The Fast Route to Fluency, Book One. Steven Gershon and Chris Mares. Oxford: Heinemann Publishers, 1995. Student text: pp. 128. ¥2,200. ISBN: 0-435-26008-1. Workbook: ¥1,400. ISBN: 0-435-26009-X. Teacher's guide: ¥3,900. ISBN: 0-435-26010-3.

OnLine Book 1 is a comprehensive textbook for false beginners. It is well planned and aims to help students bridge the gap between their knowledge of English grammar and their ability to communicate. This is done through a variety of listening, speaking, reading, and short writing exercises. Unfortunately, like so many other textbooks which attempt this, *OnLine* offers little that is new. My students were simply not inspired by unit topics such as, "People We Meet," "Working Lives," "Then and Now" or "Life's Ups and Downs."

Each unit is highly structured and begins with a warm-up. The warm-up of "Working Lives," for example, asks students to match photographs of people at work with a list of occupations. Next, the students add words, such as *dangerous*, *interesting*, or *low-paid*, to build a short description of the occupation. A listening activity follows in which two American English speakers discuss their employment searches. The recording is clear, and the students could easily complete the listening tasks, but there is little here which is exciting.

Each unit provides a language menu, that is, a choice of scripted questions and answers. Students are given two or three ways of asking a question about work or school and three or four ways of responding. My students enjoyed building on this and responding with more personal answers; however, the next activity suddenly required them to express themselves. Many of my students were unable or unwilling to make this switch to free expression. Another activity was challenging because the students had to construct more complicated sentences about a topic in which they had little or no interest.

The information gap activity in each unit worked all right for some students while others tuned out completely. The speaking objectives were clear, but by this point, no one in my class could connect the topic to their own lives. A game, quiz, questionnaire, or survey is also included in each unit. These were welcome additions because my students had a chance to walk around and engage in English with the other class members. Each unit ends with a review page that helps students recall and use the new language they learned. It also suggests readings, which are in the back of the book, on the topic.

The accompanying student workbook can be used for homework assignments or extra practice. Four pages of writing exercises, such as crossword puzzles or fill-in-the-blank activities, are connected thematically to each unit in the book. There is also an extremely well-detailed teacher's guide that offers step-by-step procedures and interesting cultural notes to make each lesson flow smoothly. A new or inexperienced teacher will find the information on teaching strategies useful.

Nonetheless, I found *OnLine* to be much too structured to use in my classroom. Learning a language becomes stifling, boring, and ultimately a chore when students are asked to respond in a regimented, sequential way. *OnLine*, in places, attempts to move away from the regiment toward personal expression and ideas, but never goes far enough.

Reviewed by Mark Lewis
Kokugakuin University

Passport Plus English for International Communication. Angela Buckingham and Norman Whitney. Oxford: Oxford University Press, 1997. Student book: pp. 80. ¥1,990. ISBN: 0-19-457397-4. Teacher's guide: pp.111. ¥3,000. ISBN: 0-19-457398-2.

In 1995, when the first text in this series, *Passport*, was released, I was teaching in a travel *senmongakko*. The students were recent high school graduates with low-level English skills entering an accelerated program with heavy emphasis on tourism and travel English. Most of the students opted for a year of study abroad between the first and second year, which required rigorous language and cultural preparation in the first year. We tried a range of English conversation and ESP texts, but had a hard time finding one that met the first-year students' particular needs while holding their interest.

Passport fitted the bill. For readers unfamiliar with the text, it sends five Japanese young adults overseas: a university student goes on a homestay to Sydney, two young women go sightseeing in America, and a young couple takes a business/shopping trip to the UK. All five go through typical travel experiences such as going through customs, reporting a lost item, ordering a meal in a restaurant, and making small talk with a host family.

In *Passport Plus*, the same five characters return to Japan and use English to explain Japan to foreigners. Cross-cultural communication happens while talking about shopping, eating, having a job interview, booking a plane ticket, renting an apartment, or throwing a goodbye party—all high-interest topics to the average 18- to 30-year-old Japanese student.

The Japanese characters experience common and realistic language difficulties in the listening tapes, which use Japanese actors communicating with people from all over the English-speaking world. In a serious attempt to present English as a global language, Canadian, Irish, Singaporean, Australian, American, and British accents are all represented.

The series is very thoughtfully designed. The two-page spreads for each of the twenty lessons contain a listening activity, a language presentation and practice exercise, a longer listening/dialog activity, and a guided production activity. In the back of the text are a glossary of terms, a tapescript, and bilingual background notes for each lesson. The illustration style is one of the best features of the series. I found the colorful and attractive illustrations to be a gold mine of details which provided ample opportunity for conversation. Besides the pictures in the lessons, there are several pages of large illustrations portraying life in Japan. These further encourage language production.

Because the lessons are relatively short, the teacher has the option of moving quickly through the material in a 40- to 50-minute class format or expanding the material over several lessons by supplementing it with a wide range of optional activities suggested in the accompanying teacher's guide. Many of these activities are photocopiable.

Passport dusted off the shopworn concept of hapless Japanese travelers abroad and gave us solid pedagogy in an attractive, useable package. *Passport Plus* uses the same layout and style to fill that huge missing link in EFL text material—the guided opportunity for Japanese false beginners and novice speakers to talk about Japanese things and indeed to talk about themselves.

Reviewed by Sylvan Payne
Miyazaki International College

Words for Living. Helen Joyce. Macquarie University, Sydney: National Centre for English Language Teaching and Research. pp. vii + 72. $16.95 AUD. ISBN: 1-86408-3107.

Words for Living is a short vocabulary workbook with sixty-four pages of exercises divided into five sections, an eight-page answer key, and a place for notes in the back. An introduction and a two-page explanation of how to use the workbook follow the table of contents.

Section one, "Making Words," contains an exercise about word origins and then delves into suffixes and prefixes. My students thought these exercises were helpful, but they were unable to complete these exercises without the aid of a dictionary. In fact, most of the exercises in the text require a dictionary.

Also in the first section are the first of several learner strategies neatly set off from the rest of the text in gray boxes. These strategies are given as suggestions mostly to be done by the students outside of class on their own. For example, one learner strategy is labeled *Making and remembering compound words*. In the strategy box, there is an example of how a compound word is formed, and there are also two suggestions about writing compound words in the student's personal dictionary.

Section two introduces compound words, trinomials, idioms, and phrasal verbs. It is quite a large number of word groups for just eight pages. Although the words in these groups are important, my students found them difficult and intimidating because learning them required a great deal of memorization.

Synonyms, antonyms, and differences between the spoken and written language are covered in the third section of the workbook, and again, most of the exercises required a dictionary to complete. In addition, differences between American English and Australian English are compared through a written story and a cloze exercise. In the story on page twenty-eight, the word *dickhead* is used and matched in the exercise with the word *idiot*. I disagreed with the need to teach this kind of vocabulary to any learner of English since it has such graphic connotations.

"Putting Words into Action," the next section, includes an exercise that requires the students to predict the words they will hear or write next. The exercise has six sentences, and the directions ask the students to draw arrows between the underlined words. My students had trouble with this, and I had difficulty explaining how to recognize the connection between the words. For example, *The school has after-school care until 6:00pm*. Other parts in this section which are more useful include practical exercises on writing letters and adding details through the writing of noun groups.

The last section includes a guide to the different types of dictionaries and is followed by dictionary exercises. According to the back cover, this workbook is suitable for both intermediate and advanced students; however, many of the activities in this section did not seem appropriate for an advanced-level student. In particular, my students found the alphabetizing activities too easy.

I am not sure which level of Japanese learners would benefit from using this workbook. Even though the learner strategies spread throughout the text might be helpful, I did not find that the text helped students in my class increase their vocabulary. Instead they received lots of practice in using a dictionary, something they were already competent in.

Reviewed by Christopher Bozek
Hokkaido University of Education,
Iwamizawa Campus

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of September. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

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For Students

Course Books

•Burke, D., & Harrington, D. (1998). *Street talk: Essential American slang & idioms* (student's). Studio City: Caslon Books.

!Homan, R., & Poel, C. (1999). *Developing expertise in social, intercultural, and recreational English* (student's, teacher's, cassette). Tokyo: Macmillan Languagehouse.

!Shimizu, P., & Gaston, B. (1999). *Marathon mouth plus: A cooperative multi-skills conversation text for large classes* (student's, teacher's, cassette). Fukuoka: Intercom Press.

•Richards, J., & Sandy, C. (1998). *Passages: An upper-level multi-skills course* (student's, teacher's, workbook, cassette). Cambridge: Cambridge University Press.

English for Specific Purposes

•Glendinning, E., & Holmstrom, B. (1998). *English in medicine* (2nd ed.) (student's, cassettes). Cambridge: Cambridge University Press.

Pronunciation

•Hewings, M., & Goldstein, S. (1998). *Pronunciation plus: Practice through interaction* (student's, teacher's). Cambridge: Cambridge University Press.

For Teachers

!Arnold, J. (Ed.). (1999). *Affect in language learning*. Cambridge: Cambridge University Press.

!Brown, K. (1999). *Professional development series: Developing critical literacy*. Sydney: NCELTR.

!Brown, K. (1999). *Professional development series: Monitoring learner progress*. Sydney: NCELTR.

!Brown, K. (1999). *Professional development series: Teaching disparate learner groups*. Sydney: NCELTR.

!Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.

!Cameron, L., & Low, G. (Eds.). (1999). *Researching and applying metaphor*. Cambridge: Cambridge University Press.

!Chamot, A., Barnhardt, S., El-Dinary, P., & Robbins, J. (1999). *The learning strategies handbook*. New York: Addison Wesley Longman.

Davis, P., Garside, B., & Rinvolucri, M. (1998). *Ways of doing: Students explore their everyday and classroom practices*. Cambridge: Cambridge University Press.

!Doughty, C., & Williams, J. (Eds.). (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.

!Joyce, H., & Burns, A. (1999). *Focus on grammar*. Sydney: NCELTR.

McCarthy, M. (1998). *Spoken language and applied linguistics*. Cambridge: Cambridge University Press.

!Martin, S. (1999). *New life, new language: The history of the adult migrant English program*. Sydney: NCELTR.

Milanovic, M. (Series Ed.). (1998). *Studies in language testing: Multilingual glossary of language testing terms*. Cambridge: Cambridge University Press.

•Sanderson, P. (1999). *Using newspapers in the classroom*. Cambridge: Cambridge University Press.

Ziemer, M. (1999). *Grammar contexts: A resource guide for interactive practice*. Ann Arbor: The University of Michigan Press.

Computers

!Corbel, C. (1999). *Computer literacies: Working effectively with electronic texts*, Office 97 version. Sydney: NCELTR.

Bulletin Board

edited by david dycus & kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form.

Call for Participation: *JALT Tokyo Metro Mini-Conference*—The Tokyo area chapters are jointly sponsoring a one-day conference on Sunday, December 5, 1999, at Komazawa University from 9:30-17:00. Its theme is "Classroom Practice: Forging New Directions." The Junior and Senior High SIG and the Teaching Children SIG will host the Featured Series Presentations on Reading, with both teacher and publisher sessions about teaching reading.Visit the website at http://home.att.ne.jp/gold/db/tmmc or contact the program chair (contact information below) for details. Show & Tell (15 minutes) and short papers (20 minutes) submissions are due by Sept. 25. Include a 50-75 word summary of your favorite classroom activity, learning strategy, or game, or present a mini-paper on your teaching and research. See June *TLT* or the website for submission details. Contact: David Brooks, t/f: 042-335-8049; dbrooks@planetall.com. Acceptances will be sent in September.

Call for Presenters: *JALT99 Material Writers SIG Roundtable*—The Material Writers SIG is looking for published authors to take part in their JALT99 roundtable on the theme of "Publishing in Japan." The roundtable will feature representatives from Japan-based publishing companies advising prospective authors on how to get published, as well as published authors who will share their own publishing experiences. We are looking for authors who would like to participate in a roundtable and who can give advice to up-and-coming authors. To take part in the roundtable or for more information, please contact Christine Chinen: Material Writers SIG Program Co-Chair; t/f: 092-812-2668; chris@kyushu.com.

The Language Teacher Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton; JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp.

Special Interest Group News ・研究部会ニュース

edited by robert long

Bilingual SIG—At the JALT99 conference, volume 5 of the *Japan Journal of Multilingualism and Multiculturalism* will be on sale. Volumes 2-4 of the journal and all our monographs will also be available.

JALT99 大会において「多言語多文化研究」5号を販売いたします。「多言語多文化研究」2-4号、また、全てのモノグラフもまだ在庫がございます。

Material Writers SIG—Activities at JALT99 will be our Annual Materials Swap-Meet and our Publishers' Roundtable, this year featuring domestic publishers and self-published textbook authors. We will also be electing next year's officers. Please attend the AGM with your volunteer hat on and join us in setting the future direction of the SIG.

JALT99での教材開発部会行事は恒例の「教材交換会」と、「出版社との円卓会議」、後者の本年度特別ゲストは国内の出版社と教材を自費出版した著者達です。総会では次年度の役員選出もありますので、当部会の未来への方向付けに皆様のボランティア精神を発揮してご出席下さい。

Professionalism, Administration, and Leadership in Education SIG—The PALE SIG is currently working on its August issue of the *PALE Journal*,on the heels of its highly-acclaimed April issue on employment issues at the Prefectural University of Kumamoto. More information on our group,its activities, and back issues can be found at www.voicenet.co.jp/~davald/PALEJournals.html.

当部会では、熊本県立大学の雇用問題を特集して好評をいただいた会報の4月号に引き続き、8月号を製作中です。当部会の活動やこれまでの会報については、当部会HP(URLは英文参照)をご覧下さい。

Teaching Children SIG—The Teaching Children SIG needs new officers for the new millennium. If you would like to work for the SIG next year, see the July TLC for details of positions and send your name to Aleda Krause. Elections will be held at the ABM at JALT99. Please join our roundtable: Children Can Read Beyond Words at JALT99 and also the following dinner party.

児童教育部会では、来年度の役員を募集しております。興味のある方は、各役職を紹介した会報7月号をご覧の上Aleda Krauseまでご連絡ください。役員選挙はJALT99での部会年次総会において行います。JALT99での円卓会議および夕食会にもご参加ください。

Teacher Education SIG—Teacher Ed is co-sponsoring the visit of Andy Curtis of Hong Kong Polytechnic University to the JALT99 conference. Please try and catch him at the pre-conference workshop, where he will be presenting on action research and teacher portfolios, or at the conference itself,where he will give a presentation on collaborative research.

教師教育部会は、Hong Kong Polytechnic大学のAndy Curtis氏のJALT99への招聘を共同で後援しております。アクション・リサーチや教師ポートフォリオに関する大会前ワークショップ及び大会期間中の講演にぜひお越しください。

Other Language Educators SIG—OLE, the SIG for educators of languages beyond English and Japanese, has just sent out its Newsletter 14 for June/July 1999, containing all abstracts and summaries of OLE related presentations at JALT99 both in English and the language of presentation and/or Japanese. *Newsletter 14* also contains OLE's statement of purpose in English, German, and French, and two pages of online dictionaries.

OLEは「会報14号」を発行しました。JALT99(前橋)におけるOLE関係の各発表の申請時に提出した概要(abstract)と要約(summary)を全て掲載しており、英語、フランス語、ドイツ語のStatement of purpose、オンライン辞書についての案内も含まれております。

SIG Contact Information

Bilingualism—Chair: Peter Gray; t/f: 011-897-9891(h); pag@sapporo.email.ne.jp

Computer-Assisted Language Learning—Coordinator: Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-5-2711(w); holmes@nucba.ac.jp

College and University Educators—Coordinator: Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp

Global Issues in Language Education—Coordinator and Newsletter Editor: Kip A. Cates; t/f: 0857-28-2428(h); kcates@fed.tottori-u.ac.jp

Japanese as a Second Language—Coordinator : Haruhara Kenichiro; t: 03-3694-9348(h); f:03-3694-3397(h); BXA02040@niftyserve.or.jp; Coordinator: Nishitani Mari; t: 042-580-8525(w); f: 042-580-9001(w); mari@econ.hit-u.ac.jp

Junior and Senior High School—Coordinator: Barry Mateer; t: 044-933-8588(h); barrym@gol.com

Learner Development—Coordinator: Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp

Material Writers—Chair: James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp

Professionalism, Administration, and Leadership in Education—Membership Chair: Edward Haig; f: 052-805-3875 (w); haig@nagoya-wu.ac.jp

Teaching Children—Coordinator: Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com (English); elnishi@gol.com (Japanese)

Teacher Education—Coordinator: Neil Cowie; t/f: 048-853-4566(h); cowie@crisscross.com

Testing and Evaluation—Chair: Leo Yoffe; t/f: 027-233-8696(h); lyoffe@thunder.edu.gunma-u.ac.jp

Video—Coordinator: Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy—Joint Coordinator (Communications): Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com

Other Language Educators—Coordinator: Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp

Gender Awareness in Language Education—Coordinator: Cheiron McMahill; t: 0274-82-2723(h); f: 0270-65-9538(w); chei@tohgoku.or.jp

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, September 15th is the deadline for a December conference in Japan or a January conference overseas, especially when the conference is early in the month.

Upcoming Conferences

September 26-29, 1999—*Applied Linguistics Now: The Critical Issues—The Twenty-Fourth Annual Congress of the Applied Linguistics Association of Australia*, at the University of Western Australia, Perth, Australia. An international cast of plenary speakers includes Shirley Brice Heath, Leo Van Lier, Noboyuki Honna, and Janet Holmes. More information at www.ca.com.au/~keynote/conf_pge/cnf6linguist.html, or contact Graham McKay g.mckay@cowan.edu.au; School of Language & Literature, Edith Cowan University, 2 Bradford Street, Mount Lawley, Western Australia 6050; t: 618-9370-6543; f: 618-9370-6608.

September 30-October 3, 1999—*Mediating Japan: Transformations in the Production of Japanese Culture—The 12th Annual Conference of the Japan Studies Association of Canada (JSAC)*, in Montreal, Canada. Papers and panels on "culture" in the Japanese context, Japanese language teaching and learning, culture and globalization, and others. Contact: Fumiko Ikawa-Smith fikawa@leacock.lan.mcgill.ca; Department of Anthropology, McGill University, 855 Sherbrooke Street West, Montreal, Quebec, H3A 2T7; t: 1-514-398-4296; f: 1-514-398-7476.

October 1-3, 1999—*Second Pan-Asia Conference (PAC2) on Teaching English: Asian Contexts and Cultures*, organized by KoreaTESOL, ThaiTESOL and JALT and held at the Olympic ParkTel in Seoul, South Korea. Plenary speakers include Suntana Sutadarat, Penney Ur, Claire Kramsch, Michael McCarthy, Kathleeen Bailey and Kensaku Yoshida. Detailed information at www2.gol.com/users/pndl/PAC/PAC2/PACstart.html, or contact Jane Hoelker hoelker@hyowon.cc.pusan.ac.kr; Pusan National University, San 30 Jangjeon-dong, Pusan 609-735, Korea; t/w/h: 82-(0)51-510-2650; f(w): 82-(0)51-582-3869.

October 7-9, 1999—*The Second Biennial International Feminism(s) and Rhetoric(s) Conference—Challenging Rhetorics: Cross-Disciplinary Sites of Feminist Discourse*, sponsored by the Center for Interdisciplinary Studies of Writing at the University of Minnesota. Participants and featured speakers, among them Deborah Cameron, Robin Lakoff and Suzette Haden-Elgin, will examine new discourse practices emerging as a result of feminist scholarship. For more information, go to femrhet.cla.umn.edu/ or contact Hildy Miller, Associate Director, Center for Interdisciplinary Studies of Writing mille299@tc.umn.edu; t: 1-612-626-7639; f: 1-612-626-7580.

October 7-9, 1999—*Cultural Awareness in the ELT Classroom*, IATEFL Brazil's First International Conference, at the Rio Atlantico Hotel, Copacabana, Rio de Janeiro. Contact: IATEFL Brazil, Tania Dutra e Mello tania@culturainglesa.org.br; Rua Sao Clemente, 258-40, andar, 22260-000, Rio de Janeiro, Brazil.

October 14-17, 1999—*NewWAVE 28: The 28th Annual Conference on New Ways of Analyzing Variation*, sponsored by York University and the University of Toronto in Toronto, Canada. Keynote addresses by D. Cameron, W. Labov and D. Sankoff, plus symposia, workshops, papers, and posters on language change in real time, second language acquisition, and others. More information at momiji.arts-dlll.yorku.ca/linguistics/NWAVE/NWAVE-28.html. Inquiries to newwave@yorku.ca or NWAVE, c/o DLLL, South 561 Ross Building, 4700 Keele Street, York University, Toronto, Ontario, Canada M3J 1P3.

October 15-24, 1999—*Fifteenth International Chain Conference: EFL Methodology, Classroom Interaction/Management and Research Issues*, sponsored by the Society of Pakistan English Language Teachers (SPELT). Uniquely, this conference moves from the inaugurating conference in Karachi (October15-17) to workshops in Quetta, Hyderabad, Abbottabad (October 20-21) to concluding sessions in Lahore and Islamabad (October 22-24). Participants can join anywhere. SPELT is eager to establish links with JALT. Contact: Mohsin Tejani server@clifton1.khi.sdnpk.undp.org; t: 92-21-514531; t/f: 92-21-5676307.

Calls For Papers/Posters (in order of deadlines)

September 18, 1999 (extended deadline) *(for December 17-19, 1999)—**The Annual International Language in Education Conference (ILEC)1999 on Language, Curriculum and Assessment: Research, Practice and Management***, at The Chinese University of Hong Kong. For information, see www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm, or contact Charlotte Law Wing Yee wylaw@cuhk.edu.hk; ILEC'99; Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong.

Reminders—calls for papers

September 22, 1999 *(for March 27-31, 2000)—**IATEFL Conference 2000: The 34th International Annual IATEFL Conference***, in Dublin, Ireland. Proposal forms available at www.iatefl.org/Dublin-2000.htm. Contact: IATEFL; 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-(0)1227-276528; IATEFL@compuserve.com.

September 30, 1999 *(for April 1-2, 2000)—**Second International Conference on Practical Linguistics of Japanese***, at San Francisco State University, San Francisco, USA. Conference website: userwww.sfsu.edu/~yukiko/conference/main.html. Contact: Yukiko Sasaki Alam yukiko@sfsu.edu; Dept. of Foreign Languages and Literatures, San Francisco State University, 1600 Holloway Ave, San Francisco, CA 94132, USA.

Reminders—conferences

September 9-11, 1999—***Exeter CALL'99: CALL and the Learning Community***, the eighth biennial conference at the University of Exeter, UK. Registration and information at www.ex.ac.uk/french/announcements/Exeter_CALL_99.html. Contact: Keith Cameron; Department of French, Queen's Building, The University, Exeter EX4 4QH, UK; t: 44-1392-264221; f: 44-1392-264222; K.C.Cameron@ex.ac.uk.

September 9-11, 1999—***Second International Conference on Major Varieties of English (MAVEN II)—The English Language Today: Functions and Representations***, at Lincoln University Campus, UK. See www.lincoln.ac.uk/communications/maven, or write The Conference Secretary, MAVEN II; Faculty of Arts and Technology, Lincoln University Campus, Brayford Pool, Lincoln LN6 7TS, UK; t: 44-1522-886251; f: 44-1522-886021; pnayar@ulh.ac.uk.

September 16-18, 1999—***Change and Continuity in Applied Linguistics: 32nd Annual Meeting of the British Association of Applied Linguistics***, in Edinburgh, UK. Use Web link at www.BAAL.org.uk or email to andy.cawdell@BAAL.org.uk.

JALT News Special

compiled by keith lane, NEC

Candidates for JALT National Offices

Elected National Offices include **President**, **Vice President**, **Membership Chair**, **Recording Secretary**, Program Chair, Treasurer and Public Relations Chair. The positions in boldface are to be filled in odd-numbered years, i.e. 1999.

Candidates for President

Jill Robbins

- Assistant Professor in the Language Center of Kwansei Gakuin University.
- PhD in Applied Linguistics, Georgetown University, Washington, DC.
- MA in Applied Linguistics, University of South Florida.
- BA in Linguistics, Barnard College of Columbia University, New York.
- 6 years high school and university teaching experience in Japan.
- 18 years ESL and EFL teaching experience.

JALT Service

- JALT99 Conference Program Co-Chair.
- Nominations and Elections Committee Chair, 1998, Chair-Elect, 1997.
- National SIG Representative 1997, 1998.
- Publicity Chair, Learner Development SIG 1996, 1997.
- Program Co-Chair of Teacher Education SIG 1997.
- JALT Nara President 1995, 1996.

As JALT President my mission will be to improve communication among members and with other professional organizations, to give current members compelling reasons to stay in JALT, and to make membership more appealing to a wider variety of teachers. I believe these issues will be important to JALT in the coming years:

Improved Communication—I see communication with members and other officers as the President's most important duty. Advances in technology mean we are no longer limited by physical distance in our search for connection to others in our profession. JALT should make the best use of technology, such as email lists and Internet-based newsletters, to strengthen our professional community. This will enhance our opportunities to collaborate within JALT and with other international organizations.

More efficient services**—**Volunteers are the backbone of JALT and should be valued more than they are now. I hope to create avenues of communication that will make more efficient use of the volunteers' time and effort by eliminating tedious paperwork. One way to do this is through encouraging Internet-based reporting and streamlining requirements for officer reports.

Change and Financial health**—**Japan's weak economy means JALT must make careful plans for an uncertain future. As chapter officer, as SIG officer, and as national officer, I have supported changes based on JALT's goals and fiscal responsibility. As President, I will take advantage of opportunities for making positive changes. I will encourage the wise investment of JALT's resources, both fiscal and human, so it can continue to serve its members. For more info: http://web.kwansei.ac.jp/~robbins.

学歴：

- ニューヨーク　コロンビア大学Barnard Collegeにて言語学学士号取得
- 南フロリダ大学にて応用言語学修士号取得
- ワシントンD.C. ジョージタウン大学にて応用言語学博士号取得

職歴：

- 関西学院大学言語教育研究センター助教授
- 日本の高校、大学における教師歴6年
- ESL/EFL教師歴18年

JALTにおける経歴：

1995年・1996年　JALT奈良支部　支部長
1996年・1997年　学習者ディベロプメントSIG　広報委員長
1997年　教師教育SIG　企画委員長
1997年・1998年　N-SIG代表
1998年　選挙管理委員長
1997年　Chair-Elect JALT99大会企画委員長

所信表明

JALT会長としての私の使命は、次の3点と考えます。JALT内外のコミュニケーションを改善すること、現在の会員が引き続きJALTに参加したいと思える様な魅力的なサービスを提供すること、そしてより広い教師層にアピールしJALTに参加を促すことです。
そのためにも、これからのJALTにとって以下の事項が大変重要だと考えています。

より良いコミュニケーション

テクノロジーの発展により、私達は同じ職業を持つ仲間とつながりを持つのに物理的な距離に制限されることはなくなりました。私達教師同士のつながりを強めるために、JALTはこのテクノロジーを最大限に利用すべきです。電子メールのリストやインターネットを利用したニューズレターの発行などがその例としてあげられるでしょう。会員の方々や他の役員達とのコミュニケーションこそが会長の最も重要な任務だと考えます。JALT内のみならず、他の国際的な教師の団体と協力する機会は私達の周りに沢山あります。会長として私はこれらのつながりを活用し、JALT会員のみなさんがより大きなネットワークを広げられるようにします。

サービスの効率的な提供

JALTはボランティアの人々によって支えられているのですから、彼らの努力がより報われるようにすべきだと思います。ボランティアの人達が時間と労力をより効率的に使えるように、煩わしいペーパーワークを排除したコミュニケーション手段を作り上げていくつもりです。その案の一つとして、地域レベルから全国レベルへの報告をインターネットで行うよう働き掛け、役員からの報告での必要な手続きを合理化するつもりです。

変革とJALTの財政的健全さ

日本経済が衰退し、JALTは不確かな将来に向けて注意深く計画を立てていくことを余儀なくされています。私は支部、SIG、全国レベルの役員としてこれまでJALTの目標と財政的責任に基づく様々な変革を支持してきました。会長としても、このような経験を活かし前向きな変革を実行していくつもりです。JALTが持つ金銭的、人間的資財をより賢明に投資することで会員のみなさんに満足していただけるサービスを続けていくことが可能になるのです。詳しくはhttp://web.kwansei.ac.jp/~robbinsをご覧下さい。

Thomas Simmons

- Adjunct lecturer at colleges and universities.
- Clinical Doctorate, Cleaveland Chiropractic College, Kansas City, MO.
- MSc Applied Linguistics ESP, Aston University Birmingham.
- BA, University of Missouri, Kansas City.
- Secondary and elementary teaching experience, USA.
- Community and Professional corporate and NGO education, Japan.

JALT Service

- National Recording Secretary 1998, 1999.
- Co-Coordinator and Co-Editor of CUE 1995-1997.
- Founding Coordinator and Editor of PALE 1995-1997.
- JALT97 Conference Site Chair.
- National SIG Representative 1996.
- Coordinator of Ad Hoc Committee on Ageism 1996.
- Special Issue Editor, *The Language Teacher,* August 1997 November 1998.
- TESOL '96 Alternate Liaison.
- TESOL '97 Liaison.

The President actually has only one vote in JALT, which is cast only in a tie in business meetings. The President is a member of all committees but does not, in fact, vote. The President is, in essence then, a team leader and coordinator. The most important thing the President can do is to support the competent folks JALT has on board, helping them get a chance to do their jobs fulfilling JALT's mission. While Presidents do have their hopes for JALT and their favourite goals (you see of a few of these in the statements of the other candidates) most of what must be done is to insure that JALT's local and national leaders get the support and coordination they need. It is a complex job that has aged many past Presidents. In the next few years, JALT will continue to face needed changes in finances, financial support, leadership recruitment, membership growth, communication, and regional organisation. We have the depth of leadership and our skills will continue to be developed further. What we will need is a National Executive who continues to look to supporting our improvement and our ability to plan for and handle the problems we will encounter. This moral and logistic support, rather than my own goals, would be my primary mission as JALT President.

経歴

- 日本での教育歴13年（英会話学校・専門学校・短期大学・大学）
- 日本大学講師
- ミズーリ州カンザスシティのクリーブランド・カイロプラクティク大学にて臨床学博士号取得
- バーミンガムのアストン大学にて応用言語学修士号(ESP)取得
- カンザスシティのミズーリ大学にて学士号（初等教育）取得
- 米国にて小中学校・高等学校教諭を経験
- 日本にて地域型教育施設および職業訓練施設（法人および非政府団体）における教育歴有り
- 主な研究分野はEFLと語用論
- 論文出版合計24本（専門雑誌および学会発表要旨）、その他論文およびワークショップ開催合計19(JALT、TESOL Inc.、IPrA、UNESCO-ACEID)

JALTにおける経歴:

- 書記（1998年、1999年）、JALT News編集委員
- CUE共同コーディネーター/共同編集委員（1995年-1997年）
- PALE創設者/コーディネーター/編集委員（1995年-1997年）
- JALT97会場委員長
- 全国N-SIG代表（1996年）
- 年齢差別問題臨時委員会コーディネーター（1996年）
- The Language Teacher特別編集者（1996年7月、1997年8月）
- TESOL '97、'98、'99 においてJALT代表

所信表明

会長がJALTで票を投じるのは、実はビジネスミーティングで可否票同数の場合に限られています。会長は全ての委員会のメンバーですが、実は通常は投票しないのです。ですから会長は本質的にチームリーダーであり、コーディネーターなのです。会長の重要な役割は他の有能なメンバーがJALTの使命を果たすための支援を行うことです。会長としてのJALTへの期待や掲げたい目標が（他の候補の発言にも見られるように）あることは事実ですが、肝心なことはJALT本部と各支部の役員が彼らにとって必要な支援と調整が確実に得られるようにすることです。会長職はその任務の複雑さから、これまで多くの会長を疲労させてきました。今後数年間、JALTは財源・財政支援・役員勧誘・会員数増加・コミュニケーション・地域編成といった分野で改変の必要性に直面し続けます。指導者の層は厚く、今後もその能力は開発されるでしょう。JALTには、この組織の発展と組織の計画力と問題解決能力を引き続き支援する会長が求められます。私独自の目標ではなく、こうした精神的・物質的支援がJALT会長としての私の使命になると考えます。

Candidates for Vice President

田中喜美代

経歴：

南山大学外国学部英米科卒　学士

JALT 活動：

- JALT 会員16年
- JALT 94 年次国際大会地域運営委員長
- SCOPE member、4 corners tour アシスタント・コーディネーター、JALT 松山支部長（1996-1997）
- 現松山支部 Newsletter and home page 編集者。

職歴：

- 松山日米英会話学院英会話講師
- 愛媛県知事通訳
- 現　愛媛大学教育学部　非常勤講師（日本語講師）

趣味その他：俳句の創作、翻訳、ドイツに在住経験あり

所信表明

1. 新世紀に直面するJALT の挑戦のための補佐をしたい。
2. JALT 事務局運営の効率的、効果的、運営のため、経費節減の効果が出るよう最善の努力をしたい。
3. JALT のその多様性を推進していきたい。いかなる言語使用者、いかなる言語教育者であろうと、いかなる職場環境であろうと、その就業期間にかかわらず、すべての語学教育に携わる人にとって助け合いともに学びあうJALTの多様性を推進していくべきである。
4. そのためにも、1日本語教育者として、1女性として、さらには一人の国際的な視野を持った言語教育に携わる者として21世紀へのJALT の活動の中、一つの橋の役割を果たすために、働きたいと願っています。

次世紀へ踏み出づ海橋風光る　　　喜美代

Tanaka Kimiyo

- English language instructor at Nichibei English Institute.
- Interpreter for governor.
- JASL teacher at Ehime University 1992-present.
- BA English, Nanzan University.
- Haiku writer and translator.

JALT Service

- Matsuyama Chapter Newsletter and Homepage Editor 1996 through 1999.
- Matsuyama Chapter President 1996, 1997.
- 4-Corners Tour Assistant Coordinator 1996, 1997.
- Employment Practices Standing Committee Member 1997.
- JALT Annual International Conference Site Co-chair 1994.
- JALT member of 16 years.

I believe that JALT should be of service and of value to all language teachers and learners. Those people who desire to make use of or contribute to JALT's services should feel welcome regardless of the language they teach or study, their native language, their length of service and experience in language education. Regardless also of the nature, level, or location of their language education activities, or the intended term of their residency in Japan, it should be clear that JALT is there for them.

As Vice President of JALT, I will help JALT face the challenges and opportunities of the new millennium. As Administrative Committee Chair I would strive to ensure that the administration of JALT is efficient, effective, and economical: that the Central Office functions are performed at a high level and that the abilities of the financial manager are fully utilized. Therefore I, a teacher of Japanese, a woman and above all a most international person, will do my best to serve JALT as a bridge for the 21st century.

The bridge over the sea.
  Toward the 21st Century.
Bright wind. — Kim

石田　正

(西東京支部：会員番号　13494)
学歴：中央大学商学部卒
職歴：
- 会計課長（7年）
- 留学団体東京事務所長（9年）
- 英会話学校経営（17年）
- 台東区国際交流委員会理事（12年）
- 現在、自校および東京都台東区教育委員会生涯学習事業の英会話講師。

JALT活動：
- 西東京支部会計委員(1995-1999)
- 分野別研究会会計報告役員(1996-1999)
- 年次国際大会会計役員(1997-1999)
- 総務委員—ＪＡＬＴ事務局案件に関して現副会長の相談役を務める(1999)

所信証明：

ほとんどのJALT会員と違って、私は大学卒業後、最初に会計業務に従事しました。それから、いくつかの非営利団体の運営にたずさわりましたが、その後、英会話学校を経営する過程でJALTを知り、英語教育に関心を持ったのです。最初はただひたすら支部の会合や、国際大会に出席し、英語教育方法の習得に努めました。そして、次第にJALTは多くのボランティアーによって運営されている事が分かりました。そこで、私の経歴がJALTの運営面で役立たないかと考え、まず会計の知識を生かして、支部および全国レベルでの会計役員を勤めたのです。今回私が副会長に立候補したのは、過去の団体運営の経験が、役立つのではないかと考えたからです。そして、仲間のJALT会員の激励と支持により、最終的に決心しました。副会長として私がやりたい事は以下の通りです。

1. JALT事務局の効率的な運営です。明確な指針を出し、就業規則を作ることです。私の学校はJALT事務局へ歩いて行ける距離の所にあるので、事務局員の相談に容易にのれます。
2. 特定非営利活動促進法に基づいて、JALTを再組織化する事です。JALTは東京都に特定非営利活動法人設立のための申請書を提出しました。法人資格の取得はまもなくできるとおもいます。私はJALTがその独自性を失わずに、一日本法人として、日本の教育界に安定した基盤を築けるようにしたいと思います。
3. 会計委員長と協力して、JALTの財政を安定させる事です。
4. 会員を増やす方法として下記の事を実行したいと思います。
   1) 国際大会で日本人英語教師のために集中英語口座を開く
   2) 日本人英語教師のために、ＪＡＬＴ独自の外国語としての英語教授法認定制度を作る
   3) 機関誌 The Language Teacherの就職情報ページを、賛助会員およびビジネス会員の協力により拡張する

Ishida Tadashi

- Owner of and teacher in a private language school.
- Teacher for publicly sponsored language programs.
- BA in Commerce, Chuo University.
- Seven years of experience as an accountant.
- Nine years as director of international student exchange programs.
- Seventeen years of experience running a language school.
- Twelve years as director of local government international exchange committee.

JALT Service
- Treasurer of West Tokyo Chapter 1995-1999.
- SIG Treasurer Liaison 1996-1999.
- Assistant Conference Treasurer 1997.
- Conference Treasurer 1998-1999.
- Administrative Committee 1999.

Unlike most JALT members, I started my career as an accountant and later became involved in the management of several organizations. My first encounters with JALT led me to start a third career in English language studies. I studied how to teach English by attending chapter meetings and conferences. Gradually I became aware that JALT is run by many volunteers. Then, I thought I might be of some use and volunteered to serve as a chapter, then as a national-level, treasurer, using my knowledge as an accountant. Now I want to make use of these experiences and with the encouragement and support of colleagues I have decided to run for Vice President.

As JALT Vice President my mission will first include managing the JALT Central Office effectively. I will install clear guidelines and establish office regulations. Consulting with office staff will be easy as my school is within walking distance.

Second, I will reorganize JALT procedures based on Non-Profit Organization (NPO) law. JALT submitted NPO application to the Tokyo Government and is expected to get the status of non-profit corporation soon. I would like to help JALT integrate into the Japanese educational infrastructure and become more stable in Japanese terms without losing its independence.

Third, I will help National Treasurer stabilize JALT finance. In order to increase memberships I want to. . .
- set up an Intensive English program at the annual conference,
- set up a JALT TEFL Certificate program for Japanese English teachers,

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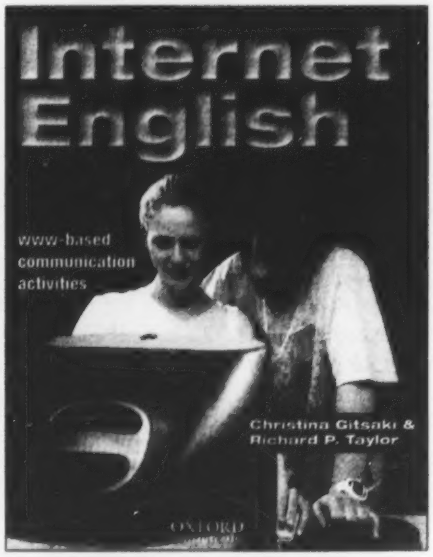
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Christina Gitsaki &
Richard Taylor
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- enlarge Job Information pages in *The Language Teacher* with the help of Associate and Commercial Members.

Amy Yamashiro

- Lecturer, Nihon University.
- Three years experience in secondary education, Japan.
- Four years experience with YMCA, Japan.
- Doctoral Candidate in Education, Temple University Japan.
- MA in Teaching ESL-EFL, School for International Training.
- Certificate in Teaching ESL, UC Berkeley Extension.
- BA in Psychology, Yale University.
- Temple University Japan, Editor, *Working Papers in Applied Linguistics and Studies in Applied Linguistics,* 1998, 1999.
- Tokai University Monograph Series, Peer Editor, Volumes 1, 2, and 3, 1997-1999.
- Keio SFC Monograph, Co-Editor, Gender Issues in Language Education, 1996.

JALT Service

- GALE SIG Publicity Chair 1998.
- Teacher Education SIG Coordinator 1996.
- National SIG Representative 1996.
- Guest Editor, *The Language Teacher,* May 1998.
- Contributing organizer of Women in Education and Language Learning (WELL).

The Vice President must actively work to create effective communication and teamwork among National Officers, Representatives, and Central. I can offer JALT my administrative skills and computer literacy, my networking and recruiting abilities to promote JALT internationally and domestically, and my organizational abilities to plan, coordinate, and complete projects.

If elected, I will work closely with the President to coordinate and streamline communication among the various groups and help JALT take advantage of the widespread use of technologies to increase efficiency, reduce paper waste, and cut costs.

I believe JALT should recognize the full range of interests and needs of its diverse membership, including those who teach children, those interested in CALL, and teachers of other languages. Furthermore, JALT should increase its visibility both internationally and within Japan by offering more bilingual support and co-sponsoring events with other language teaching associations.

As a SIG Representative in 1996, I chaired subcommittee meetings at which I worked toward a full participation by clarifying procedures and actively encouraging previously silent voices. That year, the need to raise membership dues and restructure the delegate system made it essential to involve a greater number of members in organizational planning to keep JALT viable.

JALT's most important resource is its volunteers, and my experience in recruiting and supporting volunteers, making duties enjoyable, and developing teamwork would be particularly useful to the organization. It is a job which I believe I could perform with pleasure and with full dedication.

山城英美

JALTの使命である語学教育の向上と発展のためには、副会長は全国の役員、代表、中央事務局のコミュニケーションを潤滑にし、かつチームワークを高めていくよう努めていかなければなりません。JALTの活動を国内外に広めていくにあたって、私が今まで培ってきた事務運営能力、コンピューターの知識、人脈が多いに役に立つことでしょう。また新しいプロジェクトを計画、実行することも得意分野のひとつですので、その力もフルに活用させていこうと思っています。

もし副会長に選出された場合、会長と共に全国の役員、支部、研究部会と中央事務局のコミュニケーションの方法を合理化するように努力していきます。インターネットやEメールを効果的に活用することにより、能率を高め、紙の無駄をなくし、費用を削減することが可能です。

さらにJALTの会員の方々の多様な関心事やニーズに応えていくことにも焦点をおきます。JALTは様々な関心や専門領域を持つ会員によって構成されている学会です。それぞれの会員が自分の関心のある分野がJALTに支援されていると感じられることが大切です。また、国内外での知名度を高めるためにも、もっと日・英バイリンガルで情報を供給し、他の語学関係の学会とも提携して合同のイベントを行っていくべきだと考えます。

１９９６～７年度に私は研究部会の代表の一人でした。その際、部会の運営の仕方を明確にし、少数派のメンバーの意見にも耳を傾けることで、より多くの会員の参加を促しました。この年度には会費を上げなければならず、代表が集まって行う執行委員会のシステムも変えなければならなかったのでより多くの会員のインプットが必要だったのです。

現在の役員の方々、また今回の選挙に立候補している各氏の方々と一緒に仕事ができることを楽しみにしています。JALTは多くのボランティアの方々に支えられている組織です。私が今まで行ってきたボランティアの募集や、お互いに協力しあいながら仕事を楽しんで行えるような体制を作るという経験がJALTに役に立つことでしょう。この任務に責任感と喜びを持ってあたる決意です。

* * *

JALTの運営に関するあらゆる公的なニュースをトム・シモンズ、電話045-845-8242、malang@gol.com（英語）、あるいは杉野俊子０４６８-４４-５９０７（職場ファックス）RXE21345@nifty.ne.jp（日本語）まで是非お送りください。毎月15日までに送ってくだされば、翌月号のTLT（約6週間後)に載せることができます。

Candidate for National Recording Secretary

Amy E. Hawley

- On faculty, Shizuoka Futaba Gakuen.
- MA in TESOL, University of Northern Iowa.
- BA in French, University of Northern Iowa.
- BA in Music, University of Northern Iowa.

JALT Service

- National Chapter Delegate 1998, 1999.
- Financial Steering Committee Chair 1998, 1999.
- Shizuoka Chapter President 1997, 1999.
- Shizuoka Chapter Recording Secretary 1996, 1997.

I join the ranks of JALT members who say, "We pride ourselves on being a grassroots organization." To continue to do so successfully, JALT needs to maintain strong connections. National officers must reach SIGs and chapters with the necessary financial, program, and management information they need to maintain and strengthen understanding and effectiveness throughout JALT.

If elected National Recording Secretary, I can build on my experience on the Financial Steering Committee. As Chair of the Committee in 1999, I helped our new finance team put together a balanced budget by communicating with JALT officers and members so that the financial needs of JALT were accurately presented. This is helping to lead JALT soundly into the 21st Century. As National Recording Secretary for 2000 and 2001 I would be committed to compiling and dispersing JALT administrative information to help bring a strongly united and informed JALT into its second quarter-century of service to the teaching profession.

Marking an 'X' beside my name on the postcard ballot will give me the opportunity to continue networking with our members and officers through the *JALT Executive Newsletter (JENL)* and JALT News column in *The Language Teacher*. The *JENL* assists members who attend the Annual General Meeting and the officers' Executive Board Meetings by providing an agenda, minutes, and action reports. It is important that these documents be compiled by the Recording Secretary in a timely manner to reach chapters with information concerning items being discussed and acted upon. The JALT News column informs all JALT members about what is happening in JALT. These two publications need to be clear and informative to strengthen understanding within JALT. The position of National Recording Secretary needs someone who can fulfill these responsibilities. I can do it with your vote.

経歴

- ・ノーザン・アイオワ大にてフランス語と音楽の学士号及びTESOL修士号取得。
- ・現在、静岡雙葉学園英語講師。

JALT活動

- ・JALT静岡支部書記（1996-98）
- ・JALT静岡支部長（1998-）
- ・JALT本部役員会（EBM）静岡支部代表（1997-）
- ・JALT財政運営委員長（1998-）
- ・全国支部代表委員（1998-）

所信表明

JALTがすばらしい「草の根組織」であり続けるためには、会員同士の強い連体が必要です。組織全体がよりよく理解し合い、機能するために、本部役員は各部会や地方支部に目を配り、財政、活動、運営等に関する大切な情報を提供していく必要があります。

今年、財政運営委員長として委員とメンバー間のコミュニケーションを促進し、JALTの活動に必要な予算がバランスよく配分されるよう務めてきました。

2000年から2001年にかけての本部書記の任務を任せていただけましたら、JALT運営に関する情報をみなさんに伝達するという仕事を通して、JALTの団結と相互理解を深め、この組織が21世紀の教育に貢献していくためのお手伝いをしたいと考えています。

投票用葉書にあります私の名前の横に×を書いて投函していただければ、JALT役員会報（JENL）やThe Language Teacherのニュース欄を通じて、JALTのメンバーと役員とのネットワーク作りを更に進めていきたいと思っています。

＊ JENL 誌には、年次総会や役員会への出席者のための議事予定・議事録・活動報告などが掲載されます。こういったことについてのタイムリーな情報が各支部にすぐ送られ、そこでの話し合いや実践に役立つことを願っています。

＊ The JALT News columnはJALTに関する最新のニュースを会員の皆さん全員にお伝えするものです。

この二つの会誌・コラムを、わかりやすく情報豊かなものにすることによって、会員の相互理解が深まる助けになればと思っています。その意味で本部書記の任務は重要です。一票をよろしくお願いいたします。

Candidate for National Membership Chair

Joseph George Tomei

- Assistant Professor, Kumamoto Gakuen University.
- MA in Linguistics, University of Oregon.
- BA in Linguistics, minors in French and music, University of Southern Mississippi.
- Teaching experience in Japan, France and Spain.

JALT Service

- Kumamoto Chapter President 1999.
- JALT Hokkaido, May 1995-1998.
- JALT Kumamoto, July 1998-1999.

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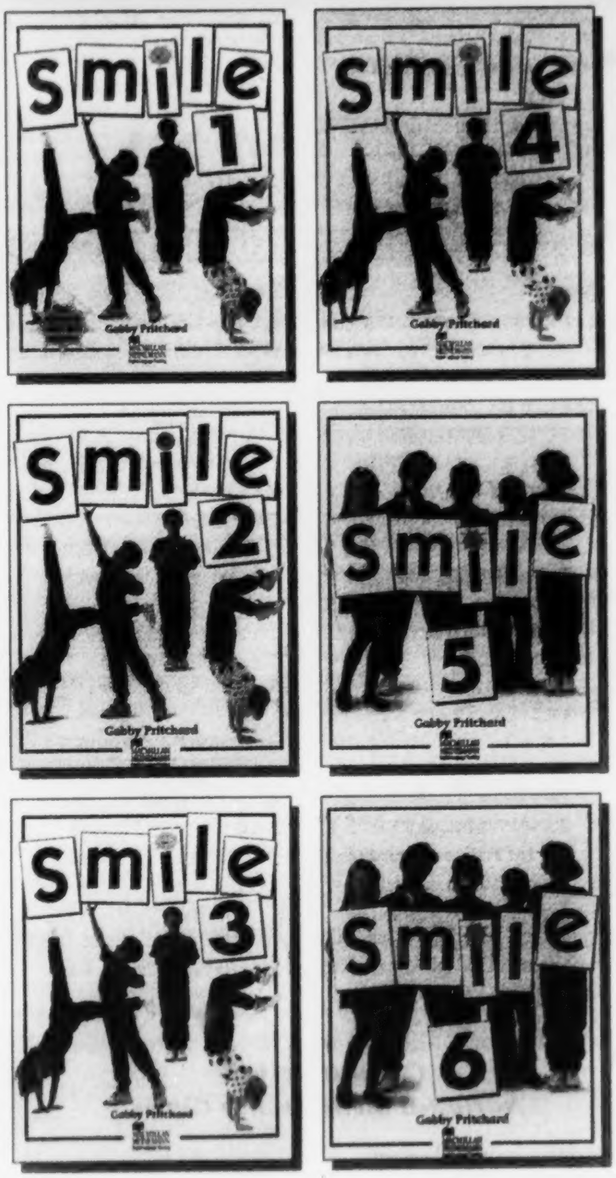

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This is my 10th year in Japan (out of a possible 38). My first 5 were as a JET in Miyagi prefecture, and my last two years on the program, I worked in the Prefectural Board of Education as a liaison between them and incoming JET participants. After returning to the US to do my MA, I was employed by Hokkaido University for three years as a visiting professor before accepting my present position.

I feel the role of Membership Chair is not merely to boost membership but to make JALT as relevant and accessible to as many people as possible. I will be advocating a number of priorities:

- A restructuring of the grant formula to better encourage recruitment.
- Trying to find ways to bring the membership fee down to ¥8,000. I will explore doing this by developing a stable and predictable renewal process.
- Encouraging chapters to find better and more efficient ways to reach their membership and attract new members, with a goal of working towards equal participation by foreign and Japanese members.
- Identifying groups which have not been reached by JALT chapters and trying to bring them in. These groups include secondary school teachers, teachers to children, and JET program participants. Targeting these groups means developing chapter based efforts to bring these people into JALT.
- Arguing that while JALT should not take sides in any ongoing labor dispute, it should provide information to JALT members on labor issues and argue for equal treatment for foreign academics.

If you agree that these sorts of structural changes are necessary, support my candidacy.

経歴：

熊本学園大学の講師
MA　言語学　オレゴン大学
BA　言語学　東ワシントン大学

JALT活動：

熊本支部の部長　1999
JALT熊本会計 1998-1999
JALT北海道会計 1995-1998

所信表明

日本に来て今年で10年になります(38歳)。最初の5年間は、宮城県でJETプログラムで英語を教えていました。その後、オレゴン大学にて言語学修士号を取得し、北海道大学の外国人教師として3年間勤めました。昨年より現在の職に就きました。Membership chairの仕事は、会員数を増やすことだけではなく、できるだけ多くの人々にこの会に関われるようにすることと思いますので、組織の改善をいくつか提案します。

会員数をより増やすために、全国JALTから支部に配分される予算の再検討。

会費を8,000円に戻す方法を検討する。これについては、確実で、予測可能な会員更新手続きを考案して対応することを試みたい。

JALTに現在関与していないグループを探し、その人達にも入会を呼びかける。たとえば、中学校高等学校の教員、幼児教育関係者、JETプログラム参加者(英語指導助手)など。これらのグループに入会してもらうには支部会ごとの活動が必要となる。

・JALTは現在進行中の労働問題に関して、特定のグループの支持をすべきではないにせよ、JALT会員には労働問題に関する情報提供や外国人学会員に対する平等な待遇について議論すべきである。

本学会のこのような構造改革案について賛同いただけるのであれば、どうかご支持の程宜しくお願いいたします。もちろん、これらに賛同いただけないのであれば、他の意見を主張する候補者の支持のために投票をしてください。

(下記の文は先月号の訳文です。)

JALT会計委員長からの最新報告

資金とプロフィールを改善するために、JALTはこの夏いくつかの補助金申請を出しました。インドネシアからのアジアの学者のためにある、より権威のある日本財団等です。会計検査の専門であるディロイト・トーシュ・トーマツ会計事務所が6月24日にJALTの帳簿の検査を始めました。公平さと正確さを確約するよう書類をチェックするために雇われました。その他に、JALTの簿記操作や財政管理やその他の運営が スムーズにいくため、どのような事をしたらよいかについてのアドバイスをふくんだ経営報告も出してもらうことになっています。会計委員長、会計検査委員会、財政委員会からのすべての報告書は、各支部やSIG委員あるいはインターネットwww.seafolk.ne.jp/kqjalt/jenl.htmlを通して入手可能なJALT運営委員会ニュースレター(JENL)でご覧になれます。6月22日に各支部とSIGに補助金が送られました。会費と補給品用の預金が集められました。これらの運営委員会で承認された予算の振替が終わった時、1999年6月22日の時点で、JALT支部の郵便貯金残高は13,173,959円、SIGは5,516,780円で、総合計は18,690,739円となりました。各支部で、一番低いところは仮申請中の岩手支部の147,423円で、一番高い支部は最近評判の良い学会を主催した北海道支部の1,003,058円です。SIGの郵便貯金の残高は一番低いところでは、外国文学の13,631円で、JALTにその補助金を逆に献金してくれました。高いところでは、非常に出席者の多かった京都での学会を主催したCALLの991,803円となっています。

デイビッド　マクマレー、JALT会計委員長

JALT99

edited by dennis woolbright

New for non-native speakers of English at JALT99

Sheltered English professional development workshops will be offered to non-native speakers of English throughout this year's conference.

Non-native speakers of English sometimes have difficulty participating fully in English workshops at JALT. Both linguistic and cultural differences can play a part in why native English speakers seem to dominate while non-native speakers often take a more passive role. Throughout this year's JALT99 Conference, in Room 502, special presentations will be made in English by professional language teachers which will be open only to non-native speakers of English.

Organizer Sean Conley says, "Presenters will apply common sheltered English techniques not only to make meaning clear but also to serve as a model of what can be done in the EFL classroom. These techniques include using a VAK (Visual, Auditory, Kinesthetic) approach to presenting ideas that involves participants learning *visually* through the use of models and illustrations that help make the meaning clear, *kinesthetically* through hands-on activities that connect the ideas to personal experience, and *auditorily* through English presentations that are sensitive to the rate of speech, use of idioms, and contextualized use of less common vocabulary, abbreviations, and buzz words."

Fourteen presenters will give 45-minute workshops on such topics as the following:

- Easing into Authentic Materials by Stages
- Graded Readers in the EFL Classroom
- Skill Building and Awareness-Raising Activities
- Making Music a Part of Your EFL Class
- Mind-mapping as a Key Tool for Learning How to Write in English
- Teaching with Fairy Tales
- Vocabulary
- Creative Writing
- E-mail in the EFL Classroom
- Public Speaking

Chapter Reports

edited by diane pelyk

Hokkaido: April 1999—*Task Based Learning* by Alan Cogen. Cogen focused on using tasks to provide a framework for classroom language use. In task based language learning (TBLL), a task is defined as "an activity with non-linguistic outcomes." The aim of using such tasks is to provide actual context for language learning. Examples of tasks include using the telephone to obtain information or making a map from directions. TBLL is very goal-oriented. Cogen described the use of tasks as a four-step process. The first step is pre-task. The topic is introduced and the task is described, with objectives and instructions provided. The second step is the task. The third step involves planning and rehearsing a report on how students completed the task and their results. The final step involves making an oral report to the class. After the task is completed, the teacher practices new words and language that came up as a result of the task. Through practice, students gain confidence, realizing that language is recyclable.

Overall, Cogen sees the following benefits of TBLL: (a) Language used when completing a task is creative; (b) Task use provides a systematic framework, so students know what to expect from the TBLL pattern; (c) Students learn that there is a time and place for using their own L1, focusing on form, and practicing what they have learned. *Reported by Jennifer Morris*

Shizuoka: April 1999—*Demystifying the STEP Interview Test* by Laura MacGregor. Nearly three million Japanese people take the STEP tests every year, yet the development and evaluation of the tests are shrouded in secrecy. The Society for Testing English Proficiency (STEP) was established 35 years ago, but there remains little communication between test-givers and test-takers. The interview section of the tests was changed last year with the aim of making it more communicative. The reading passages and times given to candidates were shortened. The kinds of questions asked and evaluation criteria were altered.

This presentation was based on research conducted during interview tests in Sapporo. Nationally, 10% of examiners are native speakers, and Japanese speakers are supposed to have studied abroad for six months. How did examinees prepare for the interview? Twenty percent did not study at all, 16% received help from Japanese teachers, 23% used commercially available study materials, and the remaining 40% studied with a friend or used whatever materials they already possessed. Examiners and examinees agreed that the 20-second reading time should be increased to 30 seconds. Examiners were also unhappy with the warm-up questions and felt they should be standardized. They also felt that evaluation criteria on the exam were not objective and clear. Examinees were not aware that the warm-up questions were evaluated and did not know that marks were given for attitude.

MacGregor concluded with some recommendations of her own. More information should be available to test-takers, and there should be more communication between STEP examiners and examinees. Interview tests should have two raters instead of one. Examiners should be able to give verbal feedback, and the attitude section of the exam should be redefined. *Reported by Barbara Geraghty*

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EFL Press	14, 15
I.D.C.	IFC
Macmillan	26, 27, 58, 62
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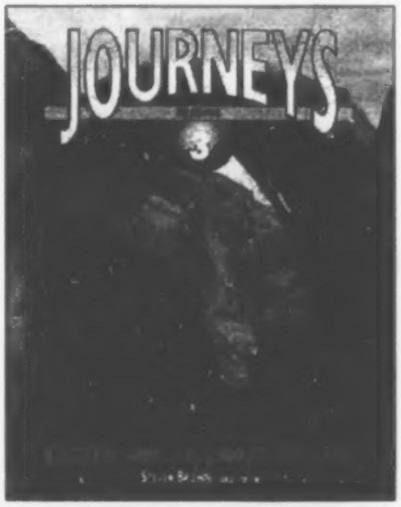

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Four Corners Tour

by Robin Nagano
Four Corners Tour Coordinator

This month's column highlights an exciting event that involves chapters around the nation—the JALT chapter-sponsored Four Corners Tour. The Four Corners Tour takes place prior to the International Conference each year in the autumn. During the tour, that year's main speakers and Asian Scholars visit various JALT chapters. This is a valuable opportunity, especially for members who will not be attending the conference itself. These invited speakers have generously agreed to take the time from their already crowded schedules to go on tour, sharing their experience and expertise with JALT. The Four Corners Tour has moved from an extensive whirlwind lecture tour, known to exhaust more than one speaker in the past, to a slower-paced, regionally-based tour. This year's more intensive tour is patterned on the very successful tour of Hannah Pillay, the JALT98 Asian Scholar.

As the speakers will be spending two or three days with each host chapter, the chapters have been encouraged to plan not only a chapter presentation but also to arrange opportunities for speaking to other local institutions or groups. In addition, many chapters are arranging school visits and providing opportunities to meet informally with local educators. Not only does this relaxed schedule allow the chapter members and local language teachers more contact with the speakers, but the speakers gain a more comprehensive introduction to the place of foreign language teaching in Japan, a valuable orientation prior to the conference.

There are three groups whose efforts are essential to the Four Corners Tour. The first is the sponsors. As the tour is chapter-sponsored, funding is limited on the national level. However, the national officers, notably Program Chair Joyce Cunningham and Treasurer David McMurray, have been very active in contacting potential sponsors, who provide much appreciated donations to cover most of the transportation costs, the largest expense of the tour.

This year, our sponsors, generous even in tight times, are:

- The British Council
- The United States Embassy
- Cambridge University Press
- Pilgrims Ltd.
- Tuttle Publishing
- Meynard Publishing
- Canadian Airlines
- Minnesota State University-Akita
- Intercom Press
- Eltnews.com
- Sportsworld
- LIOJ (Language Institute of Japan)

Please take the time to stop off at their booths at JALT99 or talk to their representatives personally and thank them for their support.

The second group consists of the local coordinators of the tour. These are the people who arrange the itinerary for each speaker. They handle all of the details involved in moving speakers from one chapter to another, making sure that there is always a contact person, that tickets are in hand, and that the speakers know what will be involved at each stop. The efforts of this year's local coordinators, Keith Lane, Joy Jarman-Walsh, and Robert Baker are much appreciated. These coordinators work closely with the third group, the chapter officers and members. The local chapter arranges presentations, venues, and other activities for the speaker. This year most of the chapters are also providing homestays for our speakers. Special touches like this are certain to make the Four Corners Tour a memorable experience for all concerned.

Look for Four Corners speakers in your area during late September or the first week of October.

このツアーは、大会の招待講演者を日本中のJALT支部にお招きして、会員のためにワークショップ・講演を行うと共に、日本の語学教育事情を講演者によりよく伝えることを目的にしています。今年のツアーは20カ所以上の会場を、5名の講演者が分担して廻ります。

このような大規模なツアーを実施するには多くの方々の協力が必要となりますが、上記の企業・機関の後援を受けております。厚くお礼申し上げます。

日程を組んだり、支部間の移動を担当しているのは各地のコーディネーターです。各支部では、会場の手配からホームステイの提供まで、その支部の役員や会員が協力しています。多くの方々がツアーに関わり、ツアーの成功に貢献しています。そのおかげで、今年も4コーナーズ・ツアーでは、9月下旬から10月上旬まで、講演者が全国を廻ります。この機会を逃さないように、ぜひお出掛けください。

This column celebrates JALT's many varied and vibrant chapters and SIGs. The co-editors, Joyce Cunningham and Miyao Mariko, encourage 800-850 word reports (in English, Japanese, or a combination of both).

Chapter Meetings Special

The Four Corners Tour: Bringing JALT99 to the Chapters

Every year, thanks to the generous support of Associate Members, the JALT Annual International Conference Speakers and the JALT Asian Scholar give presentations and workshops at participating chapters throughout Japan. Drawing on the resources of three groups—the Conference team, the Associate Members, and the Chapters themselves—JALT can bring scholars and teachers of international caliber to our smallest and most remote chapters, to meet and exchange ideas with members and offer them either a preview of JALT99 or a partial substitute. As well as thanking the sponsors listed beneath their respective speakers for their financial help, JALT extends warm thanks to John Moore of Tuttle Publishing for his logistical support and to the Language Institute of Japan (LIOJ) for arranging a Visiting Scholar Visa for this year's Asian Scholar, Christianty Nur, as they do every year. This year, the JALT99 Main Speakers and Asian Scholar will visit the following local chapters prior to the Maebashi conference, according to the schedule below (For further details, please contact the local chapter program chair listed in the Chapter Contacts or the contact persons listed below.):

毎年、一部賛助会員のご支援のおかげで、JALT年次総会講演者及びJALTアジア教員助成基金受領者が全国各地の支部において講演やワークショップを行います。年次総会企画委員会、賛助会員、地方支部の協力により、国際的にも知名度の高い学者や教師を遠く離れた小さな地方支部にまで招き、地元会員との意見交換とともにJALT99の予告または部分的な代用となるものを提供しております。JALTでは、以下に掲載させていただいた後援賛助会員の皆様の費用面での援助に感謝するとともに、このツアー全体の準備にご尽力いただいたタトル出版のJohn Moore 氏、今年度アジア教員助成基金受領者Christianty Nur氏のためのビザの手配を例年同様に請け負っていただいたLanguage Institute of Japan(LIOJ)に感謝しております。今年は、下記スケジュールにそってJALT99基調講演者およびアジア教員基金受領者がJALT99前橋年次総会前に以下の各支部を訪問いたします。詳細につきましては、下記各支部担当者へ直接お問い合わせください。

Richard Allwright (Lancaster University, UK)

Chiba: ***Why Classroom Language Learning and Teaching are So Difficult***. Sunday, October 3, 11:00-14:00; Josai International University, Language Education Research Center, Naruta, Chiba. If you wish to participate, please email or fax your name and contact address to Bradley Moore; bmoore@jiu.ac.jp or Yuko Kikuchi; f: 043-256-5524.

Ibaraki: ***The Power of Social Processes in the Classroom.*** Tuesday, October 5, 19:00-21:30; Ibaraki Christian College, Hitachi, Omika. Contact: Robert Baker; 0294-54-2979 (h); rbakerjr@jsdi.or.jp.

Yokohama: ***The Power of Social Processes in the Classroom.*** Wednesday, October 6, 18:00-20:30; Gino Bunka Kaikan.

(Sponsored by Tuttle and at JALT99 by the British Council)

Elizabeth Gatbonton (Concordia University, Canada)

Hokkaido: ***A Matter of Beliefs: Can Communication Activities Ever Be an Effective Learning Tool?*** Wednesday, September 29, 7:00-9:00; HIS International School, 1-55, 5-jo, 19-chome, Hiragishi (5 mins from Sumikawa Station); one-day members ¥1,000.

Sendai: ***Creative Automatization in Communicative Language Teaching.*** Saturday, October 2, 1:30-4:30; Seinen Bunka Center.

Yamagata: ***A Matter of Beliefs: Can Communication Activities Ever Be an Effective Learning Tool?*** Sunday, October 3, 13:30-16:00; Yamagata Kajo-Kominkan.

Niigata: ***Creative Automatization in Communicative Language Teaching.*** Tuesday, October 5, 7:30-9:00; Sanjo High School, Sanjo City; one-day members ¥1,000, students ¥500.

(Sponsored by Tuttle/ELT News and Sportsworld, and at JALT99 by Canadian Airlines.)

Anna Uhl Chamot (The George Washington University, USA)

Akita: ***Thinking about Language Learning.*** Tuesday, October 5, 19:00-21:00; Minnesota State University-Akita.

(Sponsored by Minnesota State University-Akita and the United States Embassy.)

Mario Rinvolucri (Pilgrims Ltd, UK)

Nagoya: ***Researching Your Story-Telling.*** Sunday, September 26, 1:30-4:00; Nagoya International Centre, 3F, Rm 1.

Hiroshima:

(1) ***Researching Your Storytelling.*** Monday, September 27, 18:30-19:30; International Center, Crystal Plaza 6F.

(2) ***Grammar: The Skeleton of Language.*** Tuesday, September 28, 12:00-13:30; Hiroshima University.

(3) ***Using NLP Exercises in the Language Classroom.*** Tuesday, September 28, 17:00-19:00; International Center, Crystal Plaza 6F.

(4) ***Using Japanese in the Classroom.*** Monday, October 4, 19:00-20:30; International Center, Crystal Plaza 6F.

(5) ***Researching Voice.*** Tuesday, October 5, 10:00-11:00; Yasuda Women's University.

Tokushima: Details not available at the time of printing.

Matsuyama: Details not available at the time of printing.

Osaka: ***Researching Voice***. Wednesday, October 6, 6:00-8:30; YMCA Wexle, ORC 200-bangai 8F, Benten-cho; one-day members ¥1,000.
(Sponsored by Tuttle and Meynard, and at JALT99 by Pilgrims Ltd. and Cambridge University Press-UK.)

Asian Scholar Tour

Christianty Nur (JALT99 Asian Scholar; STBA University, Padang, Indonesia)

Material Designs and Development for Indonesian Learners: As in Japan, the national Indonesian curriculum has recently sought to replace grammar-focused approaches with more communicative ones. Since most textbooks are written by local writers and published by local publishers, these groups must reconsider how they approach their tasks. On the other hand, colleges and universities plan and decide their own curricula, using books from major foreign publishers, some of which do not meet all the requirements of local students. Consequently, teachers in Indonesia proposing to write and publish their own textbooks must first conduct a needs analysis to find out what kinds of books need to be written. For further details, please visit kyushu.com/jalt/nur.html.

Nagasaki: Wednesday, September 29, 6:00-8.30; Nagasaki Shimin Kaikan; one-day members ¥1,000.

Kumamoto: Friday, October 1, 6:30-8:30; Kumamoto Gakuen Daigaku. Contact Joe Tomei; 096-360-3858(h), 096-364-5161 x1410(w); jtomei@kumagaku.ac.jp.

Miyazaki: Sunday, October 3, 2:00-4:00; Miyazaki Municipal University; one-day members ¥750. Contact Keith Lane; 0985-65-0020(h); klane@miyazaki-mic.ac.jp.

Kitakyushu & Fukuoka: Tuesday, October 5, 7:00-9:00; Kitakyushu International Conference Center, room 22.

Shizuoka JALT with **LIOJ**: Thursday, October 7, 6:30-8:30; AICEL 21. Members of JALT & Staff of LIOJ free, one-day members ¥1,000. Amy Hawley; t/f: 054-248-5090; shortone@gol.com
(Sponsored by Tuttle/ELT News, Intercom Press, and LIOJ.)

Chapter Meetings

edited by tom merner

Akita—***Implications of the New Study Guidelines for English Education in the 21st Century*** by Yoshida Kensaku, Sophia University. The presenter will discuss the central content of the new Ministry of Education guidelines, present two well-known models of foreign language teaching, and argue for the need to bring about a qualitative change in the way teachers think about teaching English. *Saturday, September 11, 2:00-4:00; MSU-A (GH-300); one-day members ¥1,000, students ¥500.*

新指導要領の中心的内容について考えた上で、２つの良く知られた教育モデルを提示し、そして、最後に、教師の英語教育に対する考え方に「質的変化」をもたらすことの必要性について論じます。

Fukui—***How to Make Your Classes Communicative and Fun!*** by Yamanaka Junko, Trident College of Languages. In order to learn how to communicate, students need to communicate. In this workshop, the presenter will demonstrate original activities that make students enjoy real communication in the classroom. The focus will be on speaking and listening, but reading and some writing will be included. *Sunday, September 19th, 2:00-4:00; Fukui International Activities Plaza, one-day members ¥1,000, students ¥500.*

学生がクラスでコミュニケーションそのものを体験できるようなアクティヴィティーを紹介します。メインはスピーキングとリスニングですが、リーディングとライティングについても触れます。

Fukuoka—***Getting a Manuscript Accepted for Publication***. Ed Roosa of Intercom Press will give insight from a publisher's point of view on getting a manuscript accepted by a publishing company. The workshop will provide many tips for a writer when dealing with a publisher. *Sunday, September 12, 2:00; Aso Foreign Language Travel College.*

Intercom PressのEd Roosa氏が、出版社の観点から、原稿出版に関する助言を提供します。著者と出版社との関わり方の秘訣等を講演します。

Hamamatsu—***Celtic Culture and Japan*** by Neil Day. The presenter is the chairperson for Celtic Festival Japan and will give a seminar on an aspect of Celtic culture and the Irish in Japan. *Sunday, September 19, 13:00-16:00; Create Hamamatsu; admission fee ¥1,000, first time attendees free.*

Celtic Festival Japanの代表でもある講演者がケルト文化と日本在住のアイルランド人に関するセミナーを行います。

Hiroshima—***JHS and SHS Teaching Ideas: Issues for Discussion*** by Iguchi Tomoaki and Fujioka Mayumi. *Sunday, September 5, 3:00-5:00; International Plaza (Building next to Museum/Peace Park), 3F.*

Kagoshima—***CE, RO, AC, AE: Which Learning Style Are You?*** by Jane Hoelker, Seoul National University. Workshop participants discover which learning style they are: CE the intuitive learner; RO the reflective learner; AC the logical learner; or AE the active learner, and will analyze their special strengths and weaknesses. Next, the Experiential Learning Cycle will be applied to design the perfect lesson plan which leads learners through all four steps of the learning cycle, so that all can practice their strengths and improve weaknesses. *Sunday, September 12, 1:00-3:00; Iris Kyuden Plaza, second floor of the I'm Building; one-day members ¥500.*

ワークショップ参加者はそれぞれ小グループに分かれて問題を解決し、Experiential Learning Cycle理論によるとそれらがどの学習スタイルになるのかを見出していきます。

Kanazawa—***Filling the Curriculum With Fun.*** Michelle Nagashima, Editor of the JALT Teaching Children SIG newsletter, *TLC*, and director of her own school, Koala Club, will present a variety of fun activities that enable students to learn English as they enjoy a host of diverse classroom activities from rhythm and movement to art and crafts. *September 19, 2:00-4:00; Shakai Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; one-day members ¥600.*

リズムと体の動きから絵や工作といった、楽しみながら子供たちが英語を習得できる様々なアクティビティーを紹介します。

Kitakyushu—***CE, RO, AC, AE: Which Learning Style Are You?*** by Jane Hoelker, Seoul National University. For details of the presentation, refer to the Kagoshima Chapter announcement above. *Saturday, September 11; Kitakyushu International Conference Center, room 31; one-day members ¥500.*

講演内容の詳細は上記鹿児島支部の講演内容を参照ください。

Miyazaki—***Large-Scale Survival Language Training: Some Peace Corps Insights*** by William Perry, Miyazaki International College. The presenter will give an overview of the Peace Corps mission, describe Peace Corps language training programs in general terms, and provide a close look at the most recent developments in the language programs. The competency-based curriculum and the newly developed "Language Coordinators Resource Kit" will form the central focus. *Saturday, September 4, 2:00-4:00; Miyazaki Shogyo (Commercial) High School (3-24 Wachigawara, Miyazaki City); one-day members ¥750.*

平和部隊の目的とその言語指導プログラムの概略を説明するとともに、「Language Coordinators Kit」等、最近の動向を論じます。

Niigata—***Pair Discussions: Contextualizing Communication*** by Barry Mateer, Nihon University Buzan Jr/Sr High School. This presentation introduces a student initiated and monitored "Pair Discussion" approach for giving context to communication in junior and senior high school English classes. Goals of this method include promoting independence, interaction, and integration of English into real communication of student ideas while helping them negotiate the complexities of face-to-face interaction. *Sunday, September 19, 1:00-3:30; Sanjo High School, Sanjo city; one-day members ¥1,000.*

中学・高校の英語授業において内容のあるコミュニケーションを導入するための「ペアディスカッション」アプローチを紹介します。

Omiya—***Consciousness Raising Tasks*** by Noel Houck, Temple University Japan. Recently, there has been a movement among advocates of communicative language teaching to include a focus on form within communicative classrooms. The consciousness raising (CR) task is one type of activity that has been proposed for teaching grammar within a communicative approach. In this presentation we will look at the theory underlining CR tasks, determine the characteristics of CR tasks, and practice creating a CR task, focusing particularly on common problems in designing such tasks. Finally, the usefulness of these tasks in Japanese classrooms will be discussed. *Sunday, September 19, 2:00-5:00; Omiya Jack Bldg., 6F (t: 048-647-0011); one-day members ¥1,000.*

自分をよく知り意識昂揚を図るConsciousness Raisingは、会話を通して文法を教える一手段です。CRの重要性、特色、実践方法、そしてCRを組み立てていく中でよくぶつかる問題点を特に取り上げるとともに、日本での授業でのCRの利点も話し合っていきます。

Shizuoka—***Dramatically Improve Your Classes*** by Louise Heal and James R. Welker. Drama is an ideal means to stimulate and motivate your students to use English. This presentation will have two parts. The first will show ways to dramatize communicative activities such as role-plays and textbook dialogues. The second half will introduce improvisational theatre activities guaranteed to liven up the classroom. *Sunday, September 19, 1:30-4:00; Shizuoka Kyoikukaikan; one-day members ¥1,000.*

前半はロールプレイや教科書のダイアログをいかにドラマ化するかを、後半は授業に活気を与える即興劇を取り入れたアクティビティーを紹介します。

Tokyo—***Testing Spoken English Ability.*** Derek McCash of the British Council School, Tokyo, will give a presentation on a tried and tested three-part framework for testing speaking ability. Please come, enjoy the presentation and participate in post presentation discussions. *Saturday, September 25, 2:00; Sophia University (please note room change to Library in Room 812).*

既に試用・分析されている三部から構成される会話力を試す試験について講演します。

Yamagata—***Activity Oriented English Conversation*** by Mark Anthony. The presenter will introduce a variety of activities useful for small to medium sized groups of moderately motivated or malleable students at the university level. Lesson and course design for activity oriented conversation teaching will also be discussed. *Sunday, September 12, 13:30-16:00; Yamagata Kajo-Kominkan (t: 0236-43-2687); one-day members ¥700.*

大学レベルの比較的モチベーションの高い柔順な学生の小中規模のグループに最適なアクティビティーを紹介するとともに、アクティビティーを中心とした会話指導における授業及びコース計画について議論します。

Yokohama—***Reading and Discussion Challenges*** by Thomas C. Anderson. In this presentation, we will examine an actual Reading and Discussion course taught at a university by the presenter. Challenges facing an instructor in such a situation will be looked at, as well as means by which the solutions can be dealt with. Audience comments and feedback will be warmly welcomed. *Sunday, September 26, 2:00-4:30; Gino Bunka Kaikan, 6F; one-day members ¥1,000.*

講演者が実際に大学で指導している読書と討論の授業を評価しながら、このような授業において教師が直面する問題とその解決方法を議論します。

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

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Job Information Center/ Positions

edited by bettina begole

Welcome again to the Job Information Center. Don't forget to come and visit us at JALT99 in Maebashi. You can submit resumes directly to advertisers, arrange interviews at the conference with some advertisers, network, and just generally check things out.

Employers can set up interviews, collect resumes, advertise, and have access to a pool of extremely qualified language-teaching professionals. If your school or company would like to advertise at the conference, please get in touch with Peter Balderston, the JIC JALT99 conference contact, at baldy@gol.com or 203 Akuhaitsu, 105-1 Iwanami, Susono-shi 410-1101.

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.harenet.ne.jp or 0857-87-0858. The notice should be received before the 15th of the month, two months before publication, and contain the following information: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. (Please note that both JIC contact data in the April Directory Supplement are out of date.)

差別に関する
The Language Teacher Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。（例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。）これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

Chiba-ken—The Department of English at Kanda University of International Studies is seeking a full-time professor, associate professor, or lecturer beginning in April 1999. The level of appointment will be based on the applicant's education and experience. **Qualifications:** Native-speaker English competency, with at least one year university teaching experience in Japan; MA (PhD strongly preferred) including academic qualifications in one of the following areas: Applied linguistics, speech communication/communication studies, American studies, British studies, American literature, or British literature. **Duties:** Teach English, content courses; administrative responsibilities. **Salary & Benefits:** Three-year contract; salary dependent on age, education, and experience. **Application Materials:** CV (request official form from the university); two letters of recommendation; abstracts of dissertation/thesis and publications; a copy of dissertation/thesis and publications; a copy of diplomas and/or transcripts indicating date of graduation (undergraduate and graduate); one-page (A4) description of university teaching experience, with reference to class size and level, specific courses, objectives, and textbooks. **Contact:** Yasushi Sekiya; Chair, Department of English, Kanda University of International Studies, 1-4-1 Wakaba, Mihama-ku, Chiba 261-0014; t/f: 043-273-2588.

Ehime-ken—The Business Administration Faculty, Matsuyama University is seeking a full-time EFL instructor to begin April 1, 2000. **Qualifications:** Native-speaker competency with an MA in TEFL/TESL/TESOL; knowledge of Japan, experience in teaching Japanese university students would be helpful. **Duties:** Teach six 90-minute classes per week. **Salary & Benefits:** Two-year non-renewable contract, salary of approximately ¥4,300,000 per year, airfare to and from Matsuyama, partial payment of health insurance, and ¥630,000 for research. **Application Materials:** Resume, transcripts, copy of diploma, and up to three publications (these will not be returned). **Deadline:** November 5, 1999. **Contact:** Dean of Business Administration Faculty; Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578 (no email or telephone inquiries, please).

Fukui-ken—Fukui Prefectural University is seeking a full-time associate professor or lecturer. **Qualifications:** PhD or equivalent, or MA with experience in teaching at university level; some Japanese ability an asset. **Duties:** Teach English to undergraduate students. **Salary & Benefits:** Commensurate with qualifications and experience. **Application Materials:** CV with a recent photograph; publication list with abstracts; three published academic articles/books; letters of recommendation. **Deadline:** September 30, 1999. **Contact:** Mr. Toda; Academic Affairs Office, Fukui Prefectural University; t: 0776-61-6000.

Fukuoka-ken—The Department of English at Chikushi Jogakuen University in Dazaifu, near Fukuoka, is looking for a full-time English teacher beginning in April 2000. **Qualifications:** MA, MPhil, or PhD in linguistics, native-speaker competency in English, and university-level teaching experience in Japan. Experience in the field of syntax, semantics, pragmatics, or cognitive linguistics preferred; computer literacy also preferred. **Duties:** Teach six to eight 90-minute classes, three to four days a week (speaking, writing, reading, etc.) with linguistics courses possibly added later; no administrative duties. **Salary & Benefits:** Position is *tokunin*, with a one-year contract, renewable up to four years. Depending on qualifications and experience, salary is either ¥350,000 for *jokyouju*, or ¥316,000 for *koshi* per month, plus bonuses, housing allowance and transportation allowance; overtime pay for more than six classes per week. **Application Materials:** CV that includes a specific list of works either published or presented, and letters of recommendation. **Deadline:** September 10, 1999. **Contact:** Yasuhito Ishii; Chair, Department of English, Chikushi Jogakuen University, 2-12-1 Ishizaka, Dazaifu, Fukuoka-ken 818-0192; f: 092-928-6254.

Kanagawa-ken—Keio SFC Junior and Senior High School in Fujisawa-shi is looking for two full-time English teachers to begin April 1, 2000. **Qualifications:** MA in TESOL or related field, native-speaker competency with conversational Japanese and junior or senior high school experience preferred. **Duties:** Teach 18 hours/week, 16 core courses and two electives; five-day workweek; shared homeroom responsibilities; other duties. **Salary & Benefits:** One-year contract, renewable annually up to three years. Salary based on age and qualifications; commuting and book allowance; optional health insurance plan; furnished apartments close to school available for rent (no key money). **Application Materials:** Cover letter, CV, transcripts from all post-secondary schools attended, copies of teaching certificates and degrees, details of publications and presentations, if any, and at least one letter of recommendation from a recent employer and/or a professor in TESOL. **Deadline:** October 15, 1999. **Contact:** Santina Sculli; English Department, Keio Shonan-Fujisawa Junior and Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816; t: 0466-47-5111x2823; f: 0466-47-5078.

Kyoto—The Department of English at Doshisha Women's College is seeking a full-time contract teacher. **Qualifications:** Native-speaker competency in English, MA or equivalent in an area related to English education. **Duties:** Teach a minimum of eight 90-

minute classes per week. **Salary & Benefits:** Salary based on the salary scale at Doshisha Women's College, excluding bonus and retirement allowance; shared office space; health insurance. Transportation allowance at the beginning and completion of contract will be paid only for travel within Japan. **Application Materials:** A4-size resume with photograph, list of publications, and two letters of reference. Send application materials by registered mail. **Deadline:** September 10, 1999. **Contact:** Contract Teacher Search Committee, c/o Hiroshi Shimizu; Chair, Department of English, Doshisha Women's College of Liberal Arts, Kyotanabe-shi, Kyoto 610-0395.

Niigata-ken—Keiwa College, a four-year, coeducational, liberal arts college with about 1000 students in Shibata, is seeking two or three full-time visiting instructors to begin April 1, 2000. **Qualifications:** MA in TESL or related field, or certificate in TESL/ESL; teaching experience. **Duties:** Teach university-level English language classes in a skills-based, coordinated curriculum; 20 teaching hours per week; about seven months per year. **Salary & Benefits:** ¥250,000 per month, 12 months per year; subsidized, furnished housing near campus; health insurance; transportation and shipping expenses to Niigata will be provided; two-year contract. **Application Materials:** Cover letter, resume highlighting teaching experience, copy of degree/diploma, letters of reference. **Deadline:** October 30, 1999. **Contact:** Joy Williams; Coordinator, English Language Program, Keiwa College, 1270 Tomizuka, Shibata-shi, Niigata 957-8585; t/f: 0254-26-3646. Short-listed candidates will be contacted for interviews.

Niigata-ken—The International University of Japan in Yamato-machi is seeking a full-time assistant professor in EFL beginning April 1, 2000. **Qualifications:** MA in TEFL/TESL or applied linguistics; at least five years teaching experience at the university level; and teaching and administrative experience in intensive English programs. **Duties:** Teach 12-15 hours per week; teach graduate-level students studying international management, relations, or development. Also, curriculum development and course design, course coordination and program management, and committee duties are included. **Salary & Benefits:** Gross annual income around six million yen; research funding. One-year contract, renewable subject to performance and budget. **Application Materials:** Cover letter highlighting qualifications, experience, and research and describing current employment status and situation, along with reasons for applying; detailed resume including qualifications, teaching and other professional experience, research; and the names and contact information of two (preferably three) references. **Deadline:** As soon as possible. **Contact:** Ms. Mitsuko Nakajima; International University of Japan, Yamato-machi, Niigata-ken 949-7277; iep@iuj.ac.jp. Short-listed candidates will be contacted in time for autumn interviews.

Shizuoka-ken—Greenwich School of English Japan in Hamamatsu is seeking both full- and part-time English teachers who are able to teach British-style English. **Qualifications:** Teaching qualification and teaching experience. **Duties:** Teach English, attend meetings, check homework. **Salary & Benefits:** ¥250,000 per month before tax, comfortable accommodation. **Application Materials:** CV and copy of diploma. Contact: Keiko Asano; 95-16 4F Chitose, Hamamatsu, Shizuoka 432-000; t: 053-455-6851; f: 053-456-6610.

Tokyo-to—A language school in Tokyo is seeking a manager/teacher. **Qualifications:** Cheerful, self-motivated, English professional with minimum three years experience; Japanese ability a plus. **Salary & Benefits:** Excellent remuneration; visa sponsorship possible. **Application Materials:** Curriculum vitae. **Contact:** t: 03-3608-1773 during business hours; shibuya@crisscross.com.

Tokyo-to—The Department of Economics at Daito Bunka University is seeking an English-speaking contract lecturer beginning in April 2000. **Qualifications:** MA in TEFL/TESL, economics, or related areas. **Duties:** Five-day attendance in office, mainly in Higashimatsuyama, per week; teach eight 90-minute English lessons per week; assist with testing and curriculum planning; advise on exchange programs; other engagements related to English teaching. **Salary & Benefits:** Salary from approximately ¥3,500,000 to ¥5,250,000 per year before taxes, depending on experience and education; yearly salary increase scheduled; Japanese health insurance; two-year contract renewable twice for one-year extensions. **Application Materials:** Resume; publications; reference(s); photo; cover letter. Please write "Application for the post in the Department of Economics" on the envelope. **Deadline:** November 1, 1999. **Contact:** Norio Yoshida; Faculty of Economics, Daito Bunka University, 1-9-1 Takashimadaira, Itabashi, Tokyo 175-8571; t: 03-5399-7326.

Tokyo-to—The Department of Japanese at Daito Bunka University, Tokyo, is seeking a part-time English teacher for all ages to begin September 21, 1999. **Qualifications:** MA or PhD in TESL or applied linguistics, native-speaker competency in English, one year of teaching experience at a university. **Duties:** Teach three courses on Wednesday from second to fourth periods (second language acquisition, presentation skills/discussion/debate, and intermediate writing). **Salary & Benefits:** Based on qualifications and experience; transportation fee provided. **Application Materials:** CV, list of publications, one recent passport-size photograph, photocopies of university diplomas, and cover letter which includes a short description of courses taught. **Deadline:** Ongoing. **Contact:** Etsuo Taguchi; 20-8 Mizohata-cho, Sakado-shi, Saitama-ken 350-0274; t/f: 0492-81-8272 (h); taguchi@ic.daito.ac.jp.

JIC, cont'd on p. 76.

Saturday, October 9

10:15-11:00 DOME- Rinvolucri Opening Ceremony: MUTUAL SUPER-VISION - The intimate link between research and the classroom

12:00 Lunch - 12:15-2:00 JALT EXBO meeting Rm. 101

12:15 - 2:00 JALT Executive Board Meeting Rm. 101

Room	9:15-10:00	11:15-12:00	1:00-1:45	2:00-2:45
B01	Kellogg: Electronic vs printed text in the EFL classroom	Candlin/Keobke: Choosing the Right Stuff	Chamot: How to Teach Learning Strategies to English Language Learners	Whinery: Designing Listening Tasks for Entrance Exams
B02	Stewart: Critical Writing in Academic Writing Classes	Hoffman-Aoki: Sexual Harassment and the Language Teacher	Sugino: Exploring Gender Stereotypes in Children's Books	Arai: English Education in the 21st Century
B03		Nur: Material Design and Development for Indonesian Learners	Allwright: The Power of Social Processes, OR Why Classroom Language Learning and Teaching are so Difficult*	
101		Clarke: Chapter Presidents' Meeting		Hawley/McMurray/Nagashima/Takubo/Neill/Iino: JALT Financial Steering Committee Meeting
102		CookColloquium:: School for International Training Master's Degrees	Paul/Shortall/Churchill: Birmingham/Sheffield Distance Certs/Dipls/Mas	Banbrook : Interaction in the classroom: the learner's point of view.
103	Hansford: Coping Effectively with Student Absences	Kenny/Woo: Conversation strategy focus: Nice Talking With You	Datko: Teaching advanced listening strategies through video	Walsh: Video SIG Swap Meet
104	Chiu: Bridging the Gap between EFL Practitioners and Researchers	Gitsaki/Taylor: Web-based Activities for English Conversation	Steinbach: Video Selection for Multimedia Labs and Language Learners	Furmanovsky: Keypals For Intercultural Communication
105			Cates/Higgins/Bishop/Dufour/Peaty: Global Education: Challenges for the Future	
201	Shibayama/Jimbo/Ozawa: Orientation for New Conference goers (In Japanese)	Wongla/Usaha: Teaching ESL Beginning Readers	Johnson: Prepare Upper-Elementary for Junior High English	Macedo: Rethinking video in the classroom
202	Cunningham: Orientation for New Conference Goers (in English)	MacNeill: Community discovery in an EFL environment	Swanson: Day One: Setting the Stage	Welker: I Have a Theme: A Student-Centered Content Course
203			Wegner: "This way to the elevator" -Task-based learning for more than tourism	Brown: Turning Classroom Tests Into Authentic Experiences
204	Peterson: Ten-Minute Writing: How and Why it Works	Numoto: Word Lists for EFL Nursing Majors	Widin/Kelly: L1 and L2 academic reading practices: similar or different?	Greenfield: Readability Formulas for EFL
205		Yamashina: Intercultural Understanding in University Reading	Harper/Peatey/Moris/Karlsson: UPSIZING the Japanese High School English Class	Roth: Start with Pictures
206	Selby/Hewson/Stevens: Exploiting Cuisenaire Rods for Language Teaching	Robb: WWW Projects for Traditional (Non-lab) Classes	Hunt: The Cancer of competition: games in the ESL classroom *	
207		Yoshida/Brock: J-Talk: Conversation Across Cultures	Kobayashi/Kobayashi: EFL Students' Grammar Histories: How are grammar and history woven together?	Cheetham: Easing The Anguish of Authenticity
208	Van Amelsvoort: Designing Effective Pre-departure Programs	Scott-Conley/Eilertsen: Oral Proficiency Interview - Placement/Assessment	Lindsay/Gershon: Pushes and Pulls in Language Programs *	
209	Thurston: Awakening Cultural Understanding	Holmes/Feild: Japanese identity in the information age	Newfields: Composition Process vs. Product: Connecting How with What	Massey: Literature Groups and Content in EFL
301	Kamada: Stimulate Impromptu Speech: Homemade Scripts/Video	Pleisch: Focus on Fluency and Accuracy Using Video Journals	Rost: Basics in Speaking: Active Learners' Strategies	Helgesen: Using English Firsthand
302	Nagasaka: I learned how to write a good essay, but I don't want to write it that way	Rogstad: Successful Learning Strategies for Video	McCarthy: The First Thousand Words*	
303	Yukawa: Swedish bilingual education for linguistic minorities (In Japanese)	Hursthouse: WHAT DO BEGINNERS REALLY NEED?	Walker: Involvement, Confidence, and Success in Junior/Senior High School Classes	Sweeney/Swan: Basic Considerations for Teaching Reading Skills
304	Morrell/Gershon: Designing a Theme-Based Integrated Skills Program	Bathgate: One School's Professional Path	Day: When Bad Things Happen to Good Teachers	Stewart: Challenges for content teachers in EFL contexts
305	Prucha: Teaching the Benefits of Recycling	Hayman: Action Research, Plain and Simple	Seto/Kleinsasser: Teacher Context, Teacher Beliefs, and Teacher Actions: Connecting Teacher Development and Communicative Language Teaching	Tollefson: A Critical Model of Teacher Education
306	Reedy: Made-in-Japan English in Historical Context: Implications for language learning	McMurray: Who can turn JALT around? Financial Manager Seminar	Balderston/Begole/Watkins: Employment in Japan: A Job Information Center Workshop*	
307	Nagasaka: Modified Input and vocabulary limitation	Gaston: Which Approach to Writing Is Most Appropriate?	Reinelt/Kamiya/Yoshimitsu/Nakagawa/Lobe/Miyauchi: Connecting Research and the German FL2 classroom *	
308	Knowles: Multimedia and the Classroom	McCabe: Computer-generated speech: tool or gimmic?	Allan: Homeward Bound: Japanese Culture in the Classroom*	
309	Dow: Experiential Activities for Culture Learning	Homan/Poel: Cultural Topics to Stimulate EFL Students	Morgan: Facilitating Target Language Use In The Classroom	Wigglesworth: Rating accuracy and complexity in written scripts
310	Riley: Student springboards for speaking	Todd: Directed activities for improving listening skills	Petrucione/Ryan: Who Needs a Textbook Anyway?	Forster: Communicative Activities in the TOEIC and TOEFL
501	McInnis: The Challenge to Care in Language Teaching		Riley: Good News, Bad News: News Stories for EFL Classrooms	Stribling: Reaching A Mutual Understanding of Goals and Standards
502	Ishida: "Sheltered English" Workshop	Ishida: "Sheltered English" Workshop	Ishida: "Sheltered English" Workshop	Ishida: "Sheltered English" Workshop
503		Staub: Software For Classroom Management-For The Truely Unorganized	Long: Writing Exciting Cross-Cultural Class Activities	Graham: How do deaf people clap? Exploring culture shock.
504	Wilcox: Content Choice Improves Student Motivation	Cunningham/Brooks/Thornton/Melchior/Bathgate: Chapter & SIG Program Chairs Meeting	Fotos: JALT Journal Editorial Advisory Board *	
505	Payne: Subtitles: Raising student awareness	Ascher: Real Language: Essential for Real Success	DanielsColloquium:/Yamashiro: Challenging Beliefs: Process & Product Writing*	
506	Kiryu/Wada: Designing Reading Introduction: Purpose Questions	Pitts/Kaye: Needs analysis: two examples using questionnaires	Schalkoff: Using Native Language: Assumptions and Realities	Kudo/Thagard: Word Associations in L2 Vocabulary
507	Kubota: Performed Identities Among Learners of English	Ryan: Practical Ideas in CALL	Hubbell/Brown/Nakamura/MacGregor: Validating Oral-Aural Testing in Japan*	
DOME		Poster Sessions		
Lobby				

*These presentations are 105 minutes in length

Pre-registration deadline: September 10

Pre-registration form: Attached on the inside back page

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Saturday, October 9

3:15-4:00 DOME- Gatbonton: The professionalization of TESL/TEFL: What role does research play?

5:00 DOME Robbins/Chamot/Rinvolucri/Allwright/Gatbonton/Cowie: Conference Theme Roundtable: Teacher Belief, Teacher Action

4:15-5:00	5:15-6:00	6:15-7:00	Room
Dutka/Netten: The Global Evolution of TOEFL on Computer*		Murphey: Friendships and Classroom Community Building	B01
McMahill/Park/McDonald/Hotta/Summerhawk: Living and Learning New Gender Approaches *		McMahill: Gender Awareness in Language Education (GALE) Forming N-SIG AGM	B02
Paul: Child-centered classes that work in Japan	Yoshida: Multilingualism, Multiculturalism and Identity		B03
Gallagher/Mann/Ito: Aston University Master's Diploma in TESOL/TESP			101
Graham-Marr: English Games for Young Children	Sweeney/Krause/Nagashima: Crafty Ideas for Little Ones	Wittiq: Laugh and Learn	102
Nelson: Film, Videotape, and Natural Language*			103
Depoe: A Guide to On-Line Resources for Language Teachers	MelchiorColloquium:/Gatton/O'Connor/Ueda/Watanabe: Potential and Pragmatics: Software for Language Learning CALL SIG Colloquium*		104
Cates: Global Issues SIG Annual General Meeting *			105
Welker: Encore, Encore! Dramatizing Classroom Activities	Brown: The Pedagogical Potential of Songs	Shinohara: Oral Practice for Enhancement of Listening Comprehension	201
Allen Colloquium:/Ingulsrud/Black/Shaffer/Bencke: Promoting Classroom Research in an Institution*		Gitsaki/Taylor: Internet English: www-based communication	202
Chinen: The Inside Scoop on Publishing in Japan *		Swan: Materials Writers SIG Annual General Meeting	203
Tomei/Masden: Mainstreaming Exchange Students in Japanese Universities: Strategies for Overcoming Linguistic and Cultural Barriers	Townsend/Newton: Utilizing Japanese in an English classroom	Chapple: Film, critical thinking and language development	204
OkadaColloquium:/Allen Tamai/Iino/Kizuka/Sakae: Reforms in Education in Elementary/Jr/Sr High School*			205
Miyao: Motivating Students to Learn Actively Using Computers	Williams/Nakamura: Communicative use of e-mail in a writing classroom	Selby/Dobson: Integrating Web-sites into Language Course Delivery	206
Slade: Interpersonal Expressions in Spoken English	Datko: Listening with your eyes	Sloan/Hoshino: Beliefs in the Classroom: Is it Plagiarism?	207
Himbury: What test? Use the English Test Advisor Flowchart	Hadley: Cutting Edge Research Tools for Teachers	Redfield: Testing the Tests	208
Mulvey/Steinbach/Quock/McCafferty/Mackenzie/Tomei: Content Courses: Technology and Innovation CUE SIG Forum*		Mackenzie: CUE AGM	209
Walker: Making the Most of Monolingual Dictionaries	Nunan: Getting your students to 'Go for it!'	Riedel/Bodner: Experience success with authentic video!	301
Craven: Bringing Culture Into the Classroom	NicollColloquium:/Maxwell/Bingham: Learning-centered reading & writing classes at MMU*		302
HoelkerColloquium:/Katchen/Nakamura/Nimmannit: PAC2 Explorations Through Video*		Yamatoda: Interactional Modifications Used by Japanese JHS Students	303
Selby/Palmer: Effective Lesson Planning: Getting From A to B	Shaw/Toyama: Using Student Storybooks To Teach Writing *		304
Lafaye: Working with the CANCODE (Cambridge-Nottingham Corpus of Discourse in English	Kitao: Refusals of Requests in English and Japanese	Ruthven-Stuart: Collocational Knowledge and Language Ability	305
Fox/Tomei/Yuen: Teacher Empowerment, Student Empowerment*		Fox/Simmons: PALE SIG Annual General Meeting	306
Reinelt/Vasquez Solano/Riley/Hoehn: Putting Beliefs into Action in the FL2 Classroom*		Reinelt: The OLE forming SIG AGM	307
O'Brien: Making online/offline browser-based CALL material	Hughes: Technophobia - Not!	Tanaka: Can we assess pronunciation as we believe?	308
Killebrew: Stereotypes in Film: A Conciousness-Raising Activity*		Han: Recent Learner-centered Approaches to TEFL in Korea	309
Williams: What 1.1 Million Japanese Students have in Common	Harrington/Lubetsky/LeBeau: Discover Debate, A Step-by-step Approach	Usaha/Wongla: Making your Stage Fright a Stage Flight	310
Roma: Making Vocabulary Memorable	Kobayashi: Crossing Borders: An Intercultural Approach	Urbain: Peace, Culture, Education: from Belief to Action	501
Ishida: "Sheltered English" Workshop	Ishida: "Sheltered English" Workshop	Ishida: "Sheltered English" Workshop	502
Gaston/Kimata: BARNGA: A Simulation Game on Cultural Clashes*		Gilbert: Dickens' A Christmas Carol and Cultural Awareness	503
Couzens: Observation of Thai English Teachers*		Parker: Evaluating Study Abroad Programs	504
Rice: Adapting Printed Materials for Adult Beginners	Horiuchi: I Want to Read More English Books	Visscher: Gairaigo: A Rich Vocabulary Source for EFL in Japan	505
Matsuno: Use of Commentary in Native English and English by Japanese	Cossu: Classroom Management: Freedom Through Organization*		506
Goebel NoguchiColloquium:/Kite/Pauly/Kamada: Bilingualism: Analysing Assumptions*		Sandy: Passages Across the Intermediate Plateau	507
Curtis: Professional connections and collaborative research in the classroom	From 5:00, Plenary Speakers: Conference Theme Roundtable	Cowie: Teacher Education SIG AGM	DOME
			Lobby

For Friday, October 8 events (Featured Speaker Workshops), see page 74.

Pre-registration deadline: **September 10**

Pre-registration form: **Attached on the inside back page**

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Sunday, October 10

Room	9:15-10:00	10:15-11:00			1:00-1:45	2:00-2:45	
B01	Daly: 6th Annual "My Share - Live!" Materials Swap Meet	Cheetham: Roles Revealing Syllabus	11:15-12:00 DOME- Chamot: The Role of Learning Strategies in English Language Teaching	12:00 Lunch - Poster sessions begin	Yasaka/Quock/Tsuda: Making Authentic Materials Work For Your Lessons		2:00-2:45 van Troyer: JALT Annual Business Meeting (Dome)
B02	Fujimoto/Robbins/Robins/Venema/Yokomizo: Attuning lessons to learning styles and needs *				Dutka/Netten: The Global Evolution of TOEFL on Computer*	Steinbach: Intercultural Videos I Have Known & Loved	
B03	Gatbonton: Communicative approach: If not grammar, then what?*				Allwright: Putting Learning on the Classroom Agenda		
101	Hoelker/Katchen/Woolbright/Nimmannit/McMurray/Slade: PAC3 Pan Asian Council Planning Meeting	Simmons: Chapter/SIG Recording Secretaries' Meeting			Marshall: Chapter & SIG Membership Chairs Meeting	Hursthouse/Riley/Zettle/Shishido/Gatton/Ofuku: JALT AM Council AGM	
102	Brennan/Kawaguchi/Merner/Odo Weir: Bringing Children's Textbooks to Life*				Day/Yamanaka: Impact Topics: Critical Thinking and Discussion		
103	Kenny: Give conversation students the feedback they need	Padden: Making the Most of Class Time in the CALL Laboratory			Cunningham: Collaborative Video Exchange Project		
104	Ogane: Getting Students to Talk Through E-mail	Zemach: Internet Tandem Language Learning			Davies/Thornton: CALL SIG AGM		
105	Mateer: Enhancing Interaction, Sentence Frames 'n Signals				Reedy: Identifying and Responding to Cultural Learning Styles in Japan		
201	Niwano/Warfel: A, B, Cs and 1, 2, 3s for 4, 5 and 6 year olds *				Ascher: Productive Language: A Qualitative Approach		
202	Cogen: Task-Based Learning for language classrooms	Smith: Vocabulary for academic writing: hit and miss?			Otani: A consciousness-raising approach to teaching grammatical contrast		
203	Burns/Wigglesworth/Hall: Teacher Research: Connecting Theory and Practice*				Reynolds/Banner: Investing: What you need to know		
204	Davidson: An EFL Critical Thinking/Essay Writing Course	Riley/Bayley/Robb: Springboard to Real-World English			Yasaka/Toms: Writing Right		
205	Aramaki: Making Team-Teaching Fun With Dynamic English	Hunt: Give us a break! Motivation & Compulsory Learning			Iwami: Effects of School-Based Communicative Learning		
206	Netsu: Integration of Language Labs and Online Computers*				Conley/Kimura: Computer Networks, Portfolios and Whole Language		
207	Lucantonio: The Role of Modeling in Language Learning	Brown: Voyages to Collaboration, Strategic Learning, and the 'Web'			Brownlee: C.A.N. H.E.L.P. Thailand: Making a Difference		
208	Mason/Day: Researching Extensive Reading	Akagi/Shima: Ethical Meanings Applied to A Communicative Approach			Bauman: Business English Today, an Idea Exchange		
209	Tatsuki/Nakamura: Cross-cultural/Social Comparisons of Movies/Remakes	Bertorelli: Teaching English by Telephone?			Case: Creating Databases for Education		
301	Woolbright: Teaching Public Speaking*				Mateer: Designing Peer-led, Teacher-Assisted Discussion		
302	Brennan-Mori: Reaching everyone: using the perceptual modalities *				Gray/SIG Coordinators: SIG Coordinators Meeting		
303	Peterson: Multiple Intelligences in Japanese EFL Classrooms	Yasaka/Paul: Remotivating Passive Teenagers to Adults			Pennington/Ricketts: Teaching classes through maps *		
304	Inoi: A Comparison of Japanese English Teachers' Beliefs and Native English Teachers' Beliefs Toward Good Language Learners	Churchill: How do EFL learners' requests evolve?			Brock/Balderston: Culture and Conversation for Japanese Learners		
305	Takagi: Increasing Students' Verbal Participation	Hayman: A Survey of EFL Action Research in Japan			Yasaka/Homan/Paul: Teacher Expectations: Good or Bad for Motivation		
306	Shucart: Language Emergence in a Complex Adaptive System	Long: 20/20 Hindsight: Teacher Change and Advice			Kimata: The Blue Marble: a Communication Simulation*		
307	Misumi/Isomura/Tarvin/Haruhara/Ito: Learner-centered perspective in JSL programs*				Ueda/Komori/Watanabe: Extensive Reading in JSL: A Case for CALL		
308	Haynes/Fountaine: AIDS in EFL: We can't afford to ignore it	Bayne: Content-based learning with Lower Level Learners			Pattimore/Kobayashi: JTE Attitudes towards Team Teaching		
309	Hough: Teaching Culture: A Sociohistorical Approach *				Moriizumi: Intercultural Awareness through Critical Incidents		
310	Kindt/Davies: Conversation cards, action comments & BIG classes	Kindt/Cholewinski: Energizing conversations: Using recorders in class			Wells: Customizing Jazz Chants for Specific Learner Needs		
501	Orr: The Essay – Easily Misunderstood, Commonly Mistaught	Sims: Communicative Sound System Syllabus for First-Year Junior High EFL Classrooms			Miyazato: University-Level Team Teaching - Is It Effective?		
502	Ishida: Language Fair	Ishida: Language Fair			Ishida: "Sheltered English" Workshop		
503	Hoshino: Study Skills: teacher belief and learner behavior	Stapleton: The place of culture in the EFL classroom			Lunny: Engaged Pedagogy: Countering Cultural Imperialism		
504	Komisarof/Komisarof: Intercultural Communication and Language Teaching	Davies: On Collaboration			Yamanaka/Amino: Employers' Expectations vs Recruits' Ability		
505	O'Neill: Transitions: Integrating Language and Critical Thinking Skills	Sweeney/Barnes: Teaching Techniques for Low-Level Writing Classes			Oertel: Children's Literature in Extensive Reading Classes		
506	Prucha/Storm/Rolff: Classroom Approaches to Global Education *				Sugihashi: Totally TOEIC: Strategy Swap Workshop		
507	Hiser: On-Going Assessment in the Classroom	Johannsen: Working with Global Issues Across Cultures			Helgesen: The Four Keys to Active Listening		
DOME							
1F Corr					Lane: Meet the Candidates (for JALT National Offices)		

*These presentations are 105 minutes in length

Pre-registration deadline: **September 10**

Pre-registration form: **Attached on the inside back page**

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Sunday, October 10

3:15-4:00	4:15-5:00	5:15-6:00	6:15-7:00		Room
Sweeney/Coss: Fasten Your Seat Belt!	Goebel Noguchi/Cary/Kite/Petrucione/Smith/Watanabe Kanzo: Ask the "Experts" About Bilingual Childrearing*		Gray: Bilingualism SIG AGM	7:15- JALT 25th Anniversary Banquet Sponsored by Pearson Education Japan (Dome)	B01
Ross: Local Perspectives in Global Issues Education	Higgins/Balsamo/Yoshimura/Burke/Kurihara: Global Issues in the Language Classroom*				B02
Shortall: Proto-Grammar Frequency: Acquisition of Structure*		Pennycook: Culturally sensitive professional development: Australian and Japanese Collaboration			B03
Lee/Zeid/Poel/Ryan/Lewis/McMahill: Newsletter and Web Editor's Meeting	McMurray/Ishida/Hawley/Takubo: Chapter & SIG Treasurers Meeting	Walsh: Video SIG AGM			101
Yamashiro/Nakamoto: What Constitutes A Good English Course Book?	Krause/Brennan/Kawaguchi/Paul/Tamai-Allen/Toyama: Children Can Read Beyond Words*		Krause: Teaching Children SIG Annual General Meeting		102
Tatsuki/Nakamura/Smith/Kluge/Walsh: Connecting research and classrooms through video VIDEO SIG FORUM		Ryalen/Hartmann: Content-based Instruction in the Classroom			103
Takaki/Laskowski: An Ongoing Study of JTEs Teacher Thinking	Davies/Melchior/Ray/Rule: Online Education - You say you want a Revolution*		Gitsaki/Taylor: Teaching ESL students to make a homepage: Project Report		104
Durand: Learning to reflect on your teaching		Erdos: Software for Pronunciation Training - The English Communication Toolkit			105
Riley: Teacher Perceptions of Student Vocabulary	Hoelker: Can I Do an Action Research Project?	Craven: Mindmaps through the skills*			201
Honywood: Textbooks And Curriculum Design: Putting the cart before the horse	Parker: The Revolution of Language Learning Activities*		Katayama: Developing Critical Thinking Using Media Reports on Japan		202
Robinson: Qualified Pilots Required	Allub: Council Circles: a way to build community in the classroom*		Kane: Words in Motion: An Interactive Approach to Writing		203
Broadaway/Cunningham: Using Hypertext to Teach Contextual Reading	Habbick: Passport to the New Millennium	Yagi: Extensive Reading and Motivation	Numoto: Nursing Majors Need an Authentic Textbook		204
Wiltshier: Using Semi-Scripted Monologues in Junior High	Schubert/Mateer/Kobayashi/Betts/Gauthier Sawazaki: Steps Toward Change; What Are We Waiting For?*		Mateer: Jr/Sr High SIG Annual General Meeting		205
Mikula: Story-time Cafe: Meaningful Classroom Activities	Sato: E-mail Exchange for Cross-cultural Learning	Daniels: CALL SIG Swap Meet	Yamazaki: Developing Comprehensive Skills With the Internet		206
Williams Colloquium/O'Dowd/Sakakibara/Geraghty/Hawley: Realizing Ideals: Integrating Beliefs and Practice*		Rome/Shimizu/Gaston: Weaning Oneself and One's Students Off the Textbook			207
		McCarthy: What does Discourse Grammar mean in practice?	Junge: The TALK Learning System: Five Steps		208
Kanel: Songs in Language Teaching: Theory and Practice*		Wada/Itoh: Pre-reading activities to understand culture	Burnett: Teaching (Japanese) Math in English Immersion		209
Howard: Teaching Children About Japan: A Pen-Pal Project	Rude: Teaching Stress or Intonation by Prosodic Writing	Scanlon: Activate! Motivate! Create!	Forster: Two Thumbs Up: Video-based English Instruction		301
Mateer: Managing Learning Through Portfolio Assessment	Osorio/Adamson/Bollig/Cornwell: Promoting Efficient and Effective Learning*		Nicoll: Learner Development SIG AGM		302
Sweeney/Gershon: Listening for Today's World	Wood: Fluency in Second Language Speech: What and How?	Kimura/Thurston: Maximizing English: A Framework in Action	Riley/Harsch: Learning strategies & environment: ESL vs. EFL		303
Yamane/Urbain/Riley/McKenna/Lauffenburger: French Teachers' Workshop: From Theory to Practice*		Diaconescu: Word Order and Meaning Implications	Gettings: Japanese College Women as Critical Thinkers?		304
Sorrentino: New Interchange Intro Video	Quock: Fab lessons: exploiting Beatle culture in the EFL classroom*		Kiryu: Understanding Motives and Motivation in JHS/SHS		305
Scott-ConleyColloquium/Strong/Askey/Varandani/Gustavsen/Smith: Action Research: The Process and Products*		Redfield: Arts and Science Majors Really Are Different	Nakano: Tests Using Newspaper and Dictionary Before Lecture		306
Chen: Teaching English Based on Cooperative Learning	Ishida Colloquium/Shigematsu/Ninomiya/Hayashi: JSL Through Poems By Misuzu Kaneko*		Nishitani: JSL SIG Annual General Meeting		307
Gallagher/Lucantonio: Teaching Functional Grammar*		Weschler/Pitts: Who Needs Teachers?	Dunkley: Cross-Cultural Discovery via the Internet		308
Balsamo: Use of Interviews for Second Language Learners	Dycus: When More Than Words Get in the Way*				309
Gershon: Conversation and the Classroom	MacGregor: Ten Extension Activities That Work	Rost: New Trends in the Teaching of Conversation	Weaver: Streaming the NBA		310
Handjeva-Weller: Activities to Encourage Students to Read	Donnes/Nakajima: Variability in Written Feedback--Who Done What to Whom?	Mackenzie/Graves: Teaching and Learning the WILD-e Way			501
Ishida: "Sheltered English" Workshop	Ishida: "Sheltered English" Workshop	Ishida: "Sheltered English" Workshop	Ishida: "Sheltered English" Workshop		502
Bradley: How Many Pages? Projects and Japanese Students	Kudo/Maegawa/Akiyama: What is needed to become fluent EFL readers?	Gates/Sakui: A self-study of a teacher's beliefs about writing	Matsuo/Gruenewald: The Teaching of LL-Techniques - possible in Japan?		503
SIG Coordinators Meeting	Boku: EFL Learners' Identities and Pronunciation	Porter: Pumping Motivation Into the Heart of a Course			504
Nakata/Ozawa: InterpretersTraining: EFL Classroom Application	Jannuzi/Mulvey/Douglas Brown/Dycus/Barfield: Vocabulary: Integrating Lexis into the Classroom*		Jannuzi/Dycus/Mulvey/Douglas Brown: AGM of FL Literacy SIG		505
Childs: A Modern View of Grammar and Ways of Teaching It	Bland: Out and About: A Functional Language Board Game*		Nur: INDONESIA and its LANGUAGE TEACHER ASSOCIATIONS		506
Isbell: A Model for Web-integrated Classroom Research	HinerColloquium/Croker/Kenudson/Stribling: Proficiency, Motivation & Learning Styles or Strategies*		Yoffe/Hubbell/Brown/MacGregor: Testing & Evaluation SIG AGM		507
Nunan: ELT in the New Millennium*					DOME
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Pre-registration deadline: September 10

Pre-registration form: Attached on the inside back page

Monday, October 11

Room	9:00-9:45	10:00-10:45
B01	Gatbonton: Investigating teachers' pedagogical knowledge: Advantages and pitfalls	Ockey: The Validity of the Oral Interview and Group Oral
B02	YamashiroColloquium: /Culligan/Pearson Casanave/Beebe: Professional Pursuits: Publishing, Peers, & Power	
B03	Chamot: A Content and Learning Strategies Curriculum for EFL: The CALLAFL Model	
101	Acton/Lee/Kinugawa/Lewis /Fotos: JALT Publications Board Meeting	Daniels/Fellowes: JALT Webmasters Meeting
102	Kaye: A Masters Degree by DL: Some points to consider	Paul: Integrating Songs into a Course for Children
103	Holmes: Learning how to learn on-line	Simmons: Creative Writing and Computer Resources
104	Richardson/Stone: Voicemail: A Virtual Language Lab?	Dunkley: Media Studies and Multimedia Technology
105	Cunningham/McMurray/Neill: JALT 2000 Pre-Conference Planning Meeting	
201	Dooley/Bianchi/Tenhoff: Effective Team-Teaching: An Alternative Approach	
202	Bayne: Written Instructions: How Students Know What To Do	Viagatis/Swenson: New Roles, New Goals or Just More Rigmarole?
203	Wegner: Developing Materials for Japanese Students	
204	Gomes: Creating College EFL Content-based Courses	
205	Cisar: Dictionary, Parts of Speech Outlining	
206	Martin: Using Learning Centres to Teach Kids Language	
207	Carbery/Sorrenti: Redefining Japanese High School English Education	Hill: Hitting the MetaTarget with Spoken Grammar Tasks
208	Aoki/Hursthouse: The real alternative - the Cambridge Exam Program	Clarke: Teacher and Learner Perceptions of Team Teaching
209	Sonnenberg/Asbjornson: Group Journal Writing: A Shift in Audience	Lane: Pleasure Reading in an Academic Program !?
301	Riedel/Rabie/Anderson: Small group discussion: You (and they) can do it!*	
302	Bufton: Focusing learners' attention on the task in hand	Melchior/Giles: Improved and simplified course planning
303	Naoumi: Editorials in the Classroom*	
304	Katsura: Cross-cultural Psychology Theory and EFL	Scott-Conley/Eilertsen/Thurston: Learning to Learn with the KASA model
305	Milner/Wahl Lachman: Words in Action: Movement, Rhythm and Language Teaching*	
306	Kataoka: How to Guide Students to Read English in English*	
307	MacDonald: Organizing Student-led Seminars	Weaver: Designing Proactive Focus on Form Tasks
308	Kindt/Murphey: Class newsletters: Feedback as feedforward*	
309	Mateer/Pattimore: Testing Spoken English of Junior High Students	McNeill: Using News Articles in the Classroom
310	Macedo: Teaching Conversation Rules	Walker: Developing Critical Thinking Skills
501	Pickering/Lewis/Pickering: IATEFL JALT and EU Partnership???	Kameyama: Sex Difference and Language Use
502	Bathgate/Murphy: Empower your Students: Involve them in learning	Reedy/Bartelen: Issues and obstacles to teaching listening skills to university students in Japan
503	Dow: Training Students for Overseas Living and Learning*	
504	Kochiyama: The Conscious Use of Reading Strategies	Ross: Rethinking Intercultural Stereotyping
505	Ashwell/Nix/Cowie/Barfield/Zemach: Responding to Writing: Learning from Action Research*	
506	Era: Cooperative Writing in the ESL Classroom	Mach/Ridder: Impact, Pillows, and Other Pragmatic Stuff
507	Witt/Witt: Challenges and strategies for a computerized TOEFL	Swanson/McKenna: Learning through Teaching
BLEACHERS A		

11:15-12:00 DOME- Allwright: Exploratory Practice in the Language Classroom

12:00 Lunch

12:30-1:15	1:30-2:15	Room
Rinvolucri: EXPLORING STUDENT PROCESS	Strong: Listen In: Developing Academic Lecture Videos	B01
Brennan-Mori: Fun in the Lab!	Gatton/O'Connor: 1999 DYNED MULTIMEDIA UPDATE	B02
HelgesenColloquium: /Waring/Schmidt/Robb/Morimoto/Evans: Extensive Reading in practice.*		B03
Zeid: Chapter and SIG Publicity Chairs Meeting	Furuya/Carlson: How to Help A Child Go From One Culture to Another	101
Wilson: Teaching English Through International Awareness	Bayne: D.I.E.C: Raising Cross-Cultural Awareness	102
Nelson: Tracking Learner Data in Web-based Activities	Sokei/Oshiro/Baba: Materials for better communication with the local community	103
Doye: Global Issues on the Web	Ruthven-Stuart: Concordances; How to Produce and Use them	104
Quasha: Is your Classroom Collapsing?		105
Roth: First Steps in Paragraph Writing	Asakawa/Sato/Hasegawa: Material Development with Asian Perspectives	201
Hongo: Teacher's role and learner autonomy	Snyder/Sminkey: Holistic Scoring: Assessment of Student Writing and Speaking Performance	202
Rosszell: How are Graded Readers Best Used?	Iwano: Self-Access Pair Learning (SAPL): A User Report	203
Morton: Adding Critical Thinking to University Classes*		204
Pickering: Time Management Workshop*		205
Merner: Pains and Joys of Running a Small School	Hakamata: Acquisition of KO, SO, and A in a Natural Setting	206
Akiyama: L2 Grammar without Instruction	DaultonDaulton: Loanwords – The Pre-Installed Lexicon	207
Childs: A Small Shift for Theory, A Big Leap for Practice	Ward: Analysing Language Helps Learners Enjoy Literature	208
Wanner: Motivations for Codeswitching in Class Pairwork	Bannai: Realistic Goals of Grammar Teaching	209
Morrell/Carbery: Using Film in ESL Education*		301
Jones: Teaching Oral Narrative Skills		302
Urbain: Learner Autonomy: Belief and Action		303
Walker: Graded Readers - Why Use them and How	Chinen: Learning Communication Skills Through Interviewing	304
Muncil: Peer Mentoring-Collaborative Development *		305
Sweeney/Sugiyama: Listen & Hear - A New Low-Level Listening Course	Ross: Interpreting students' nonverbal behavior	306
Sandy: The Scaffold is Only Temporary*		307
Hagino: Integrating video material with newspaper articles	Kinugawa/Matsumoto: Enhancing Learners' Motivation via Homepage Making	308
Bateson/Shinmura: Comparing Oral Comparisons in English and Japanese	Kitao: Reading Strategies in English Language Teaching	309
Hughes: Internet Edutainment	Sinha: Teaching English: A Vehicle For Multicultural Education	310
Haig: Linguistic Imperialism: an Issue in Japan?	Gaynor: An MUN Simulation for Multi-level Students	501
Bland: Managing Basic Structures in Spoken Discourse*		502
Yanagida: Negotiating a Learner-Centered Curriculum		503
Contreras: Effective Management in Project-based Instruction	Osuka/Tanaka: Public Speaking in College English Classrooms	504
Dryden: No More Copying: Ways to Prevent Plagiarism	Thornton: Current Issues in CALL Research	505
Black: Student Learning Journals: A Working Model	Jarrell: US Teen Magazines: Genres for Beginning Writers	506
Goodman: A Cooperative Approach to Written Testing	Harris: Testing Children With STYLE	507
		BLEACHERS A

*These presentations are 105 minutes in length

Pre-registration deadline: September 10

Pre-registration form: Attached on the inside back page

Featured Speaker Workshops: October 8, 1999

Friday morning (10:30~13:30)

Terry Shortall: The Sequencing of Grammatical Items in Coursebooks

Christopher Candlin & Ken Koebke: Designing Tasks for Language Learning

Andy Curtis: Connecting Hands, Head, and Heart through Action Research and Portfolio Creating

Susan Steinbach: Culturally Speaking: Bowling, Basketball, and Rugby

Chuck Sandy: Learning to See—The Power of Peer Observation

David Nunan: Teacher Research in the EFL Context

Friday afternoon (14:00-17:30)

Michael McCarthy: Creating Discourse-Based Grammar Materials

Richard Day: Developing Comprehension Questions

Kensaku Yoshida: From Interpersonal to Intercultural Communication

Robert Homan & Chris Poel: Applying Cooperative Learning to EFL Materials

Steve Mann: The Search in Research: Articulation & Cooperation

H. Douglas Brown: Teachers as Collaborators: What Can We Learn from Each Other?

Please refer to the June issue of *The Language Teacher* for details.

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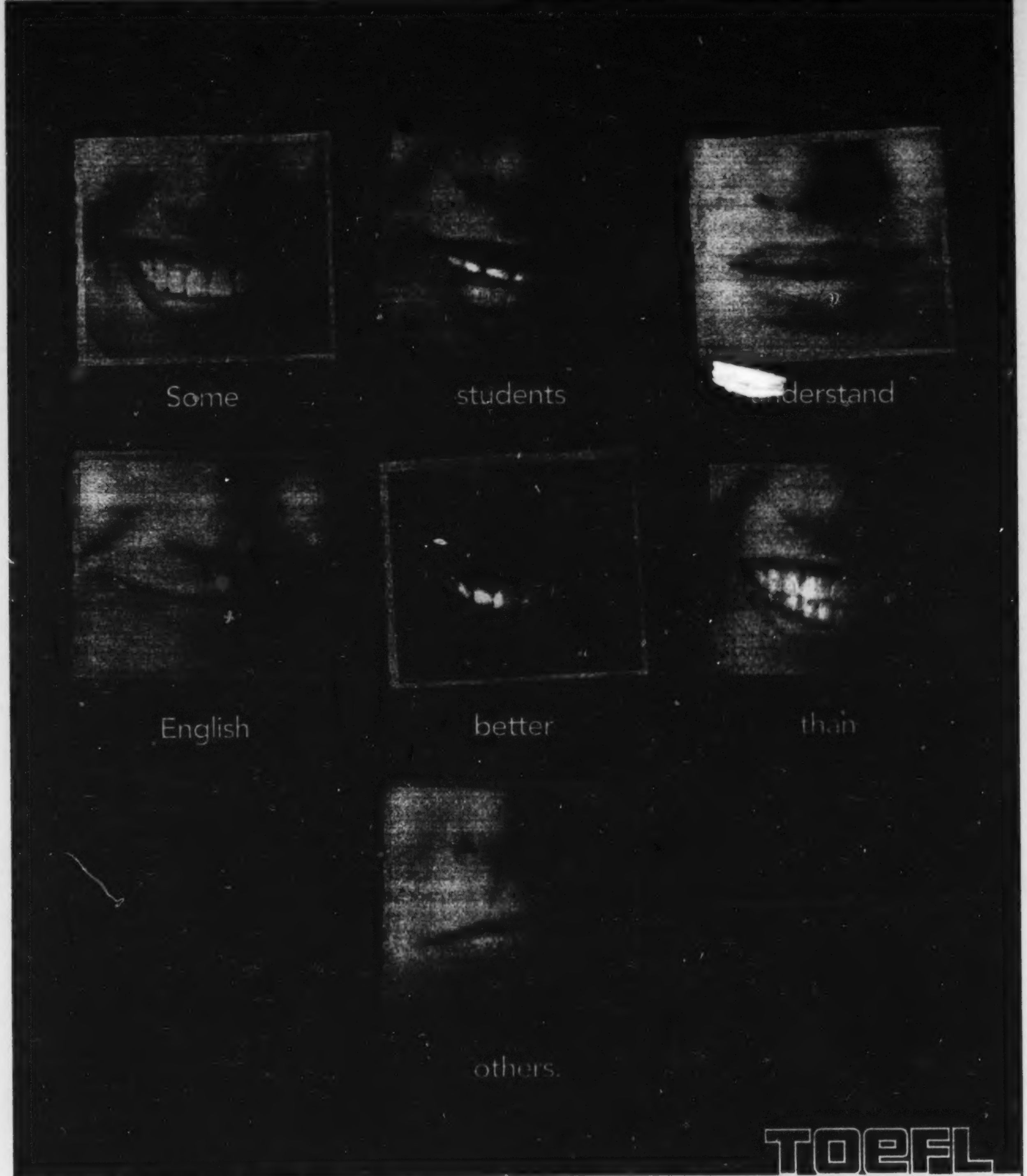

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JIC, cont'd from p. 69.

Tokyo-to—Clarke Consulting Group of Tokyo is seeking a full-time trainer/consultant. **Qualifications:** Fluency in Korean and English, three years intercultural training (not language) or advanced intercultural academic degree, familiarity with corporate work environment. **Duties:** Training/consulting in intercultural relations and communications. **Salary & Benefits:** As appropriate to candidate. **Application Materials:** Resume and/or cover letter. **Deadline:** Open. **Contact:** J. David Boyle, Director; f: 03-3468-3956.

Web Corner

Here are a variety of sites with information relevant to teaching in Japan.

Information for those seeking university positions (not a job list) at www.voicenet.co.jp/~davald/univquestions.html

You can receive the most recent JIC job listings by email at begole@po.harenet.ne.jp

ELT News at www.eltnews.com

JALT Online homepage at langue.hyper.chubu.ac.jp/jalt/index.html.

Jobs section at langue.hyper.chubu.ac.jp/jalt/features/jobs.html

Sophia Applied Linguistics Circle (Japanese site) at www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm

Teaching English in Japan: A Guide to Getting a Job at www.wizweb.com/~susan/mainpage.html

ESL Job Center on the Web at www.pacificnet.net/~sperling/jobcenter.html

Ohayo Sensei at www.wco.com/~ohayo/

NACSIS (National Center for Science Information Systems) career information at nacwww.nacsis.ac.jp

The Digital Education Information Network Job Centre at www.go-ed.com/jobs/iatefl

EFL in Asia at www.geocities.com/Tokyo/Flats/7947/eflasia.htm.www.englishresource.com

MY SHARE, cont'd from p. 41.

When the skits are performed for the class, the host, now one of the students, announces and interviews each guest according to the script. Then he or she will move away from the script and field questions from the audience for the guests. The guests will have to answer the questions, and if they do not know the real-life answers, they will need to create answers on the spot.

Benefits

In the talk show dialogues, the students have many models in their real-world knowledge of the way the host, guests, and audience talk and perform. This gives the audience clues to content and helps with comprehension. In using these structures, students receive a chance to practice sociolinguistic aspects, such as using the appropriate register and gestures—aspects of the language that would normally not be available to them. This was evident in the talk show skits as students played the roles of celebrities and host in my class. One group even staged a fight in their skit between rival boxers who were guests on their show.

These activities motivate and make students responsible for listening to their peers speak in English. Communication is successful because the tasks are based on students' real-world knowledge. Students are free to write dialogues about their own topic and use language at their own level, as they would in real-life communication in their first language. These aspects further assist peer comprehension and ensure the success of this activity.

Quick Guide
Key Words: Oral presentation, Listening
Learner English Level: Beginning to advanced
Learner Maturity Level: Junior high school to Adult
Preparation Time: None
Activity Time: One to three 40-minute class periods

Authors

Peter Burden is an Associate Professor at Okayama Shoka University. He is particularly interested in research into perceptions of language lessons from the student as client point of view. Peter Burden can be reached at burden-p@osu.ac.jp if you have any comments.

Michael Critchley has been teaching EFL and Canadian Studies at Josai International University for the last 7 years. Before arriving in Japan, he spent several years engaged in language study and teaching in Italy, Berlin and England, and he is currently working on a distance Masters of Education degree through the University of Wollongong. Michael Critchley can be reached by email at: mike@jiu.ac.jp.

Leslie Miller has been teaching at Pusan University of Foreign Studies in South Korea for four years. He is also an occasional teacher-trainer for the city Board of Education. Before that, he taught at a community college in New Jersey, USA, where his guitar became a familiar part of the classroom routine. He has a Master of Arts in Teaching ESL, and is a past vice president of the Pusan chapter of KOTESOL.

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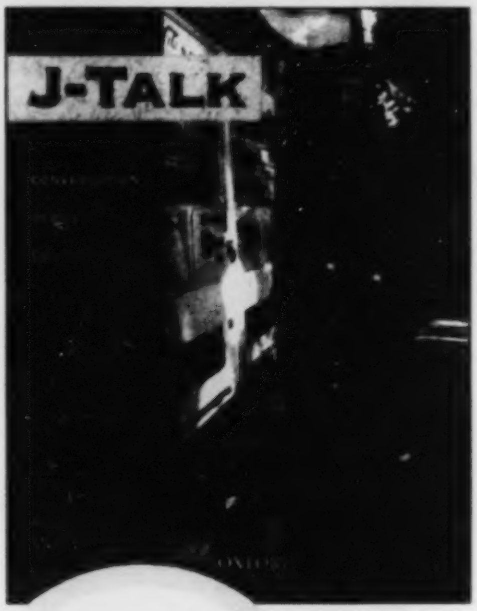

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Kensaku Yoshida
Saturday, October 9th
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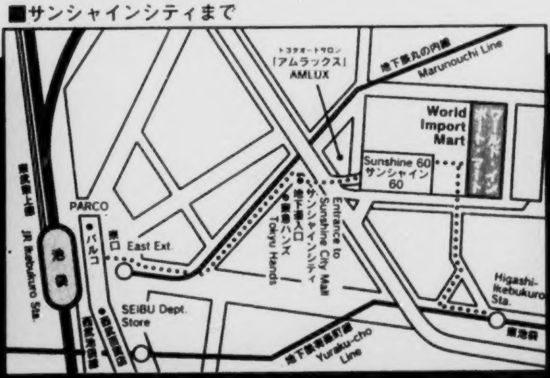

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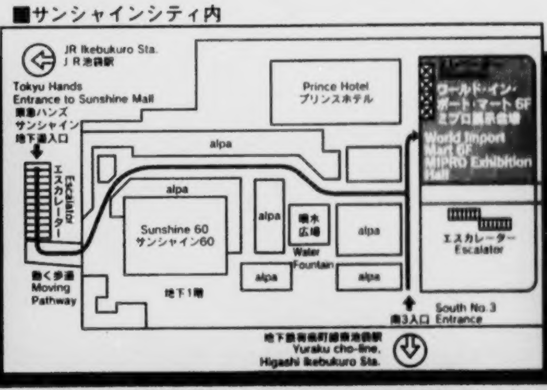

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features

5 Monbusho Approved Textbooks in Japanese High School EFL Classes: An Aid or a Hindrance to Educational Policy Innovations? – *Greta J. Gorsuch*

17 Looking Back: Student Attitudinal Change over an Academic Year – *Robert W. Long III & George Russell*

29 Curriculum for Developing Cross-Cultural Competency – *Robert W. Long*

35 The Role of Theory in ESL/EFL – *Dale T. Griffee and Greta J. Gorsuch*

opinions & perspectives

39 For Human Dignity & Aligning Values with Activity – *Tim Murphey*

a SIG in your life

41 The Teaching Children SIG – *Michelle Nagashima*

my share

42 Reader's Theater – *Diane L. Massey*

44 Making Customized Board Games in the Conversation Class – *Michael Furmanovsky and Penny Sugihara*

departments

46 Book Reviews
49 JALT News
50 JALT99
51 Bulletin Board
53 Special Interest Group News
53 SIG contacts
54 Chapter Reports
57 Chapter Meetings
57 Chapter Contacts
59 Conference Calendar
63 Job Information Center/Positions
45 Advertiser Index

Volume 23, Number 10
October, 1999

10

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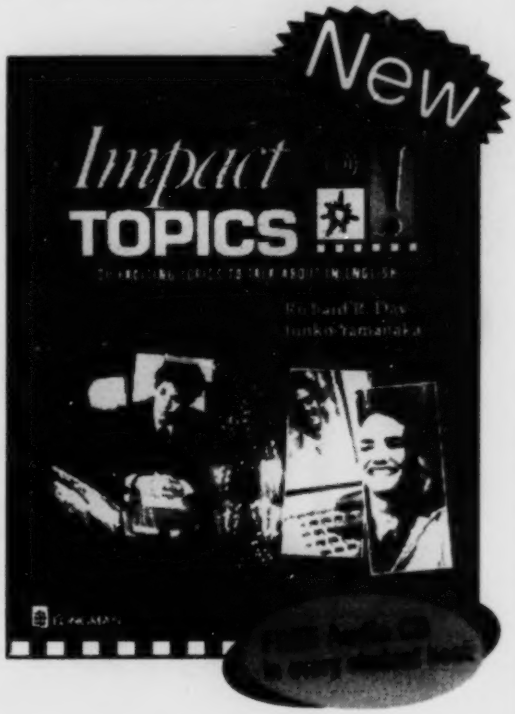
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言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

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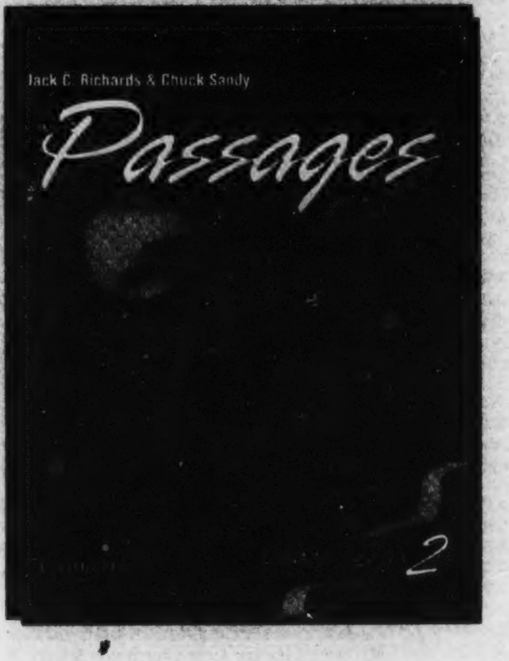

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Chubu University, Japan

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'Passages across the intermediate plateau'
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Michael McCarthy brings to bear his more than 30 years' experience in language teaching and vocabulary acquisition research to show how a clearer understanding of the spoken language can help learners acquire the language they really need.

JALT 99
Featured Speaker
Michael McCarthy
Professor of Applied Linguistics
University of Nottingham, UK

FEATURED SPEAKER WORKSHOP:

'Creating discourse-based grammar materials for intermediate and advanced learners'
Friday 8th October

'The first thousand words - designing elementary-level vocabulary materials'
Saturday 9th October, 1:00 pm, Room 507-BL

'What does discourse grammar mean in practice?'
Sunday 10th October, 5:15 pm, Room 105

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Monbusho Approved Textbooks in Japanese High School EFL Classes:

An Aid or a Hindrance to Educational Policy Innovations?

Greta J. Gorsuch
Mejiro University

Over the decades, textbooks have been as familiar in classrooms as desks, chairs, and blackboards. One can hardly imagine a formal educational setting in which textbooks do not somehow figure. Textbooks, for many reasons, continue to be an enduring and cost effective resource for teachers in many educational contexts (Guthrie, 1990; Tanner, 1988), including formal educational settings in Japan (National Institute for Educational Research, 1988, 1994).

Given recent changes in foreign language educational policy for Japanese high schools, it seems reasonable to focus on how current Monbusho approved ELT textbooks relate to the new educational policies as expressed in *The course of study for senior high school: Foreign languages* (English) (Ministry of Education, Science, and Culture, 1992).

The new Course of Study, implemented in 1994 (LoCastro, 1996), calls for teachers to develop communicative abilities in high school students, something teachers arguably have not been called upon to do until now. Textbooks, because they are such an accepted and necessary fixture of classroom life, can be either a great aid or a great hindrance to teachers in developing students' communicative abilities. The main purpose of this study, then, is to investigate Monbusho approved textbooks for high school English I and II classes (the "mainstream" classes taken by most students) in terms of whether they potentially aid or hinder teachers "to develop students' basic ability to comprehend a speaker's or a writer's intentions to express their thoughts, and to foster a positive attitude towards communicating in English" (English I Objective, Course of Study, 1992, p. 1).

Textbooks as an Influence on Teachers' Instruction

The effects of textbooks on teachers' instruction is a highly complex topic, which has been greatly studied in the contexts of education in developing countries, and of elementary and secondary education math and social science classes. In all three contexts, textbooks have been seen as a perennial, cost effective resource for teachers (Guthrie, 1990; Tanner, 1988) and necessary to successful implementation of educational innovations (MacDonald & Rogan, 1990).

Textbooks have a down side as well, being characterized as keeping "traditional" teaching practices in place by focusing on external tests (Kanu, 1996; Kawakami, 1993). Doyle (1992), in noting that many textbooks present information to students in a confusing manner, speculated that "text writing is governed by the demands of seatwork exercises and tests" (p. 494); thus, textbooks are written to help teachers keep order in class, and to prepare students for tests. In addition, textbooks can become the "de facto curriculum," moving important curriculum decisions outside the boundaries of local schools and beyond the reach of teachers (Kosmoski, 1985, p. 32; Venezky, 1992). Equating the textbook with the school curriculum was noted in a historical survey of the American school curricula by Snyder, Bolin, and Zumwalt (1992). Finally, textbooks are seen as promoting "mechanical skills" over "controversy" (Kosmoski, 1985; Tanner, 1988).

Commentaries in the literature range from those who believe that teachers' instruction is determined by textbooks (Kanu, 1996; Kawakami, 1993; Kosmoski, 1985; Resnick & Resnick, 1985; Rohlen, 1983; Schmidt, Porter, Floden, Freeman, & Schwille, 1987) to those who claim a much looser relationship between textbooks and instruction. The reasons suggested for considering a looser relationship between textbooks and instruction are individual teacher variations caused by teachers' own beliefs about what students should learn (Porter, Floden, Freeman, Schmidt, & Schwille, 1986; Richards, Tung, & Ng, 1992), the extent to which teachers accept textbooks as an authority on content (Stodolsky, 1989), the extent to which teachers understand and agree with the motivations behind the selection of the textbook by the school (Porter et al, 1986), and the sheer complexity of teacher decision making (Freeman & Porter, 1989). In addition, textbooks vary greatly by discipline in the extent to which they prescribe methods of instruction (Stodolsky, 1989).

本論では、高校検定教科書「英語I」と「英語II」が学習指導要領の目標（1992年）の「話し手や書き手の意向などを理解し、自分の考えなどを英語で表現する基礎的な能力を養うとともに、積極的なコミュニケーションを図ろうとする態度を育てる」を促進するものであるかどうかを検証する。文レベル以上の視点で生徒が英語を考えたり、情報交換したり、原稿のない言葉を使ったりすることを明白に求めている検定教科書は1997年度の主要な6種類のうち1冊もない。生徒のコミュニケーション能力の発達を助ける教科書を使って体系的な研修を教師が受けなければ、英語の教え方を変えることはできないであろう。

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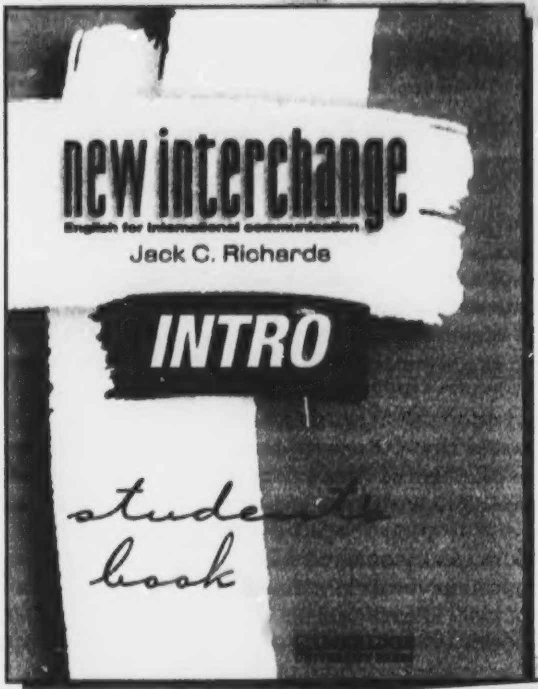

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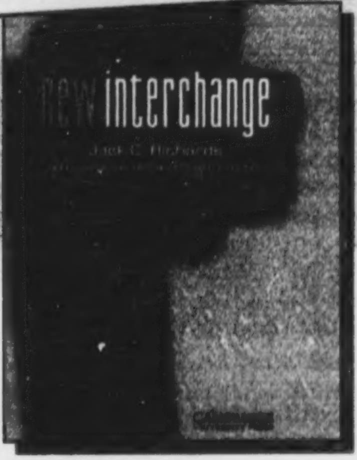

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Opinion is greatly divided, then, as to the extent to which textbooks influence instruction. It seems clear, however, that a direct relationship between textbooks and instruction cannot be assumed. This is presumably so even in educational systems in which a nationally mandated curriculum is thought to be matched by nationally mandated textbooks, as in Japan.

ELT Textbooks in Japanese High Schools

In the Japanese system, Monbusho creates a list of "approved" textbooks for all courses taught in secondary schools (Horio, 1988). English courses included (Garant, 1994; male Japanese Monbusho high school English textbook screener, personal communication, September 26, 1997; Wada, 1994). There are 49 approved textbooks each for English I and II courses (*Eigo ichi saitatsu satsusu to ichiran*, 1997; *Eigo ni saitatsu satsusu to ichiran*, 1997). Monbusho not only screens textbooks but takes a proactive role in shaping the content of school textbooks (Horio, 1988; male Japanese Monbusho high school English textbook screener, personal communication, September 26, 1997).

How textbooks are chosen for classroom use varies. In some cases, a school district within a prefecture makes a contract with a textbook publisher and teachers must use books offered by that publisher (female Japanese prefectural board of education English supervisor, personal communication, October 18, 1995). In other cases, teachers must use what their school colleagues collectively select (Gorsuch, 1998), or are free to choose any text they like from Monbusho' s approved list independent of their colleagues (male Japanese vocational high school English teacher, personal communication, June 18, 1997).

According to a report from the National Institute for Educational Research (1994), all "secondary schools in Japan are required to use textbooks in the classroom teaching of each subject" (p. 52). Further, "all textbooks used in school must be authorized by Monbusho" (p. 52). A 1988 report from the National Institute for Educational Research on secondary education in Japan states: "textbooks are the main tool of instruction in various subjects" (1988, p. 174). In fact, some English textbooks approved for use in secondary schools are accompanied by an actual syllabus that the authors have prepared and have had approved by Monbusho (Garant, 1994). Schools using such textbooks may simply adopt these "attached" syllabi for use.

According to local sources, Japanese high school English teachers follow their textbooks very closely (Kawakami, 1993; female Japanese prefectural in-service teacher education coordinator, personal communication, March 4, 1998) and tend not to create their own materials. Other local commentary on high school English textbooks, which may comment on the influence textbooks have on instruction, characterizes textbooks as not following the new Monbusho Course of Study and as being far too difficult for students (Sano, 1993). Yodonawa (1987) noted that while the Monbusho Course of Study describes English I and II as a "four skills course," English I and II textbooks do not cover listening and speaking skills nearly as much as reading and writing. This view was confirmed by a Monbusho high school English textbook screening official in a confidential interview conducted recently. This observation will also be borne out by the analysis below of six current English I and II textbooks. This may mean that teachers do not emphasize listening and speaking in their English I and II classes, against the injunctions of the Course of Study (Ministry of Education, Science, and Culture, 1992, p. 6).

What is CLT?

It may seem ridiculous to some readers that a definition of CLT (communicative language teaching) is needed. However, as LoCastro (1996, pp. 44-45) explains, language learning terminology originating in the "Anglo-American context" may not have the same meaning when used in Japan. Indeed, opines LoCastro, "'communication' itself might not be a universally shared concept." Thus, the concerns and focuses of CLT will be defined here, and some examples of CLT activities will be presented.

CLT arose out of a growing awareness in the late 1960s of language as not only having form, but as having important social function, such as maintaining social position, introducing topics, and opening and closing conversations (Hatch, 1992). British foreign language education specialists were quick to recognize the implications for foreign language learning (Richards & Rodgers, 1986). Rather than just master a collection of discrete sentences and grammatical rules in a foreign language, it was felt that students should learn to use language appropriately, in realistic social contexts. The notion of having students "use" the foreign language "in realistic social contexts" implied that the learners needed to exchange information with other users of the language according to learners' own purposes. This was the most significant of CLT' s instructional goals, and reflected an understanding that users of a language will change their use of communicative devices according to their own purposes (Hatch, 1992). As restated by Terrell, Egasse, and Voge (1982, p. 174), "The main function of the instructor is to create a situation in which the students will want to communicate."

Another implication of CLT's focus on having learners use language in realistic social situations was an emphasis on larger-than-sentence-level-chunks of language. Using language to maintain one's social position, or open or close conversations, was found through discourse analysis and conversation analysis to take place over stretches of conversation and longer pieces of written text. That is to say, the study of isolated sentences was not sufficient to understand how users of a language opened or closed conversations, changed topics, etc. Through descriptions and analyses of actual language used in real life verbal and written communication, it was found that language users use many devices, such as deixis (use of pronouns to refer to something previously said or written) to realize their social, communicative purposes (Hatch, 1992). Thus, another instructional goal of CLT is to focus learners' attention on how meaning is expressed over stretches of language in use, not on the linguistic forms of discrete sentences.

In the following section, a series of typical CLT activities will be introduced. A typical CLT reading activity would be the following:

> The teacher gives students an English passage in which the paragraphs have been scrambled. The teacher then asks the students to put the paragraphs into an order that makes sense. In this activity students are being ask to focus on the overall discourse of the whole passage, and communicative devices used by the writer of an extended written text.

A typical CLT writing/reading activity would be:

> The teacher pairs off students so that each student has a partner. The teacher asks students to write a letter in English to their partner on a given topic such as "my summer vacation." The partner reads the letter and writes one back.

In this activity, the teacher asks students to use English in a specific social context, that of a narrative letter to an acquaintance. Having the partner read the letter and write one back highlights the sense of a genuine exchange of information carried out in student-created language.

A typical CLT activity combining the skills of speaking/listening would be:

> The teacher asks students in pairs or groups to do a role play in English without giving the students a dialog to memorize beforehand.

Again, students are asked to use English on their own in some social context the students or teachers can set up. In such a situation, communication can break down, and students use whatever communicative devices they know for getting communication going again, an important social and communicative function. The students or teacher can change the context of the role play at will, specifying, for example, that one speaker is a company president, and the other a new secretary. Students can then focus on what language for this particular social context would be appropriate. Note that students have not been asked to simply recite a memorized dialog, but instead engage in unscripted, extemporaneous speech. Thus, students can use whatever language they feel is appropriate to their purpose.

Thus, for the purpose of this study, CLT activities will be described as activities that call upon students to (a) exchange verbal or written information with other users of English in realistic or semi-realistic social situations; (b) use language according to the learners' own purposes, i.e., use unscripted language; and (c) focus on meaning in larger than sentence level texts.

Method

Materials

Six textbooks were chosen for analysis, because they were the best selling Monbusho approved textbooks for English I and II courses in 1997: *Vista English series I* (Watanabe, Matsubara, Ikeda, Kaneko, & Fukuda, 1997) (with 126,000 copies sold, or 7.3% of the total market share); *Vista English series II step one, step two* (Watanabe, Matsubara, Ikeda, Kaneko, & Fukuda, 1994) (with 117, 200 copies sold, or 8.8% of the market share); *Unicorn English course I* (Suenaga, Yamada, Fukai, Nakamura, Ishizuka, Ichinose, Hestrand, Ogino, & Yoshida, 1997) (with 115,400 copies sold, or 5.9% of the market share); *Unicorn English course II* (Suenaga, Yamada, Fukai, Nakamura, Ishizuka, Ogino, Yoshida, Kuramochi, & Watanabe, 1994) (with 95, 600 copies sold, or 8% of the market share); *Milestone English course I* (Shimada, Sotoike, Seta, Ieki, Kaneda, Kimura, Asano, & Tokushima, 1997) (with 87,600 copies sold, or 5.9% of the market share); and *Milestone English course II* (Kaneda, Shimada, Sotoike, Mizumitsu, Wada, & Asano, 1995) (with 94,700 copies sold, or 6.1% of the market share) (*Eigo ichi saitaku satsusu to ichiran*, 1997; *Eigo ni saitaku satsusu to ichiran*, 1997). One full chapter from each book was chosen at random for analysis.

Analysis

All activities in each randomly selected unit were analyzed according to whether or not the activity called upon students to (a) exchange verbal or written information with other users of English in realistic or semi-realistic social situations; (b) use language according to the learners' own purposes, i.e., use unscripted language; and (c) focus on meaning in larger than sentence level texts. In addition, questions posed in Larsen-Freeman's (1986, pp. 2-3) framework for describing approaches to language instruction were applied to the activities: (a) How is language viewed? (What attitudes towards English are apparent? Is "literary" English viewed over everyday English? Is it viewed as a collection of grammatical rules or are other competencies valued?); and (b) What language skills (listening, speaking, reading, writing) are emphasized?

Results

As can be seen in Tables 1 and 2, none of the textbook activities explicitly call for students to exchange information, to use unscripted language, or to consider English from a larger-than-sentence-level point of view. A very few activities have the potential for teachers to draw students' attention to discourse level cohesive devices, and have been thus marked in the Tables. One activity in *Unicorn English course I* (Suenaga et al, 1994) (Table 1) also has the potential to have students exchange information or express themselves using unscripted language, depending on how the teacher designs the task.

As can be seen in the "Language Skill Focus" columns in Tables 1 and 2, students spend the bulk of their time reading English, if teachers follow the textbook to the letter. Generally, any speaking or writing done by students is highly scripted, and students are not called upon to express their own ideas according to their own purposes. In all of the textbooks surveyed, it is apparent that language is viewed as a system of grammatical forms, vocabulary items, and phonetic sounds, best studied through perusal of discrete words and sentences.

Discussion

If teachers use only the textbooks described in Tables 1 and 2 above, it is difficult to see how they can develop students' communicative abilities, or promote students' positive attitudes towards communicating in English. In short, the textbooks are a hindrance to teachers who want to teach students how to communicate in English. If a teacher were very determined and very knowledgeable about creating communicative tasks, then he or she might be able to adapt some of the activities in the books. Some of the literature discussed above concerning the relationship between teachers' beliefs and textbook use suggest that teachers in general do this (select, adapt, and revise textbook activities) anyway. But the fact is, if teachers want to teach students to use English communicatively, none of the textbooks reviewed in this article would provide aid in doing so.

Why do the English I and II textbooks look the way they do? One explanation is that they're actually designed to help high school students pass university entrance exams. The textbooks described here bear a remarkable resemblance to the content and tasks appearing in university entrance exams described by Gorsuch (1999) and Law (1994). Indeed, it is easy to see how many textbook activities can be converted to the multiple choice question format favored in many exams. The textbooks presented here are perhaps a bit heavier on listening than entrance exams, but overall the textbooks and the exams are very similar.

According to one high school textbook screener at Monbusho, the publishers want to sell books, and the best way to do this is to aim them towards entrance exams, regardless of the communicative ethos of the Course of Study (Ministry of Education, Science, and Culture, 1992). The Course of Study is ignored in other ways, too—despite entreaties by Monbusho English textbook screening officials to publishers to treat all four skills (reading, writing, listening, speaking) equally (i.e., follow the Monbusho guidelines), editors at publishing companies maintain that their main job is to sell books, and that teachers will not buy books that do not help students prepare for the exams (i.e., focus on intensive reading skills). And, claim the editors, teachers can always introduce their own activities and do not have to use the book all the time. Thus, market forces and bureaucratic inertia combine to keep textbooks in their current state.

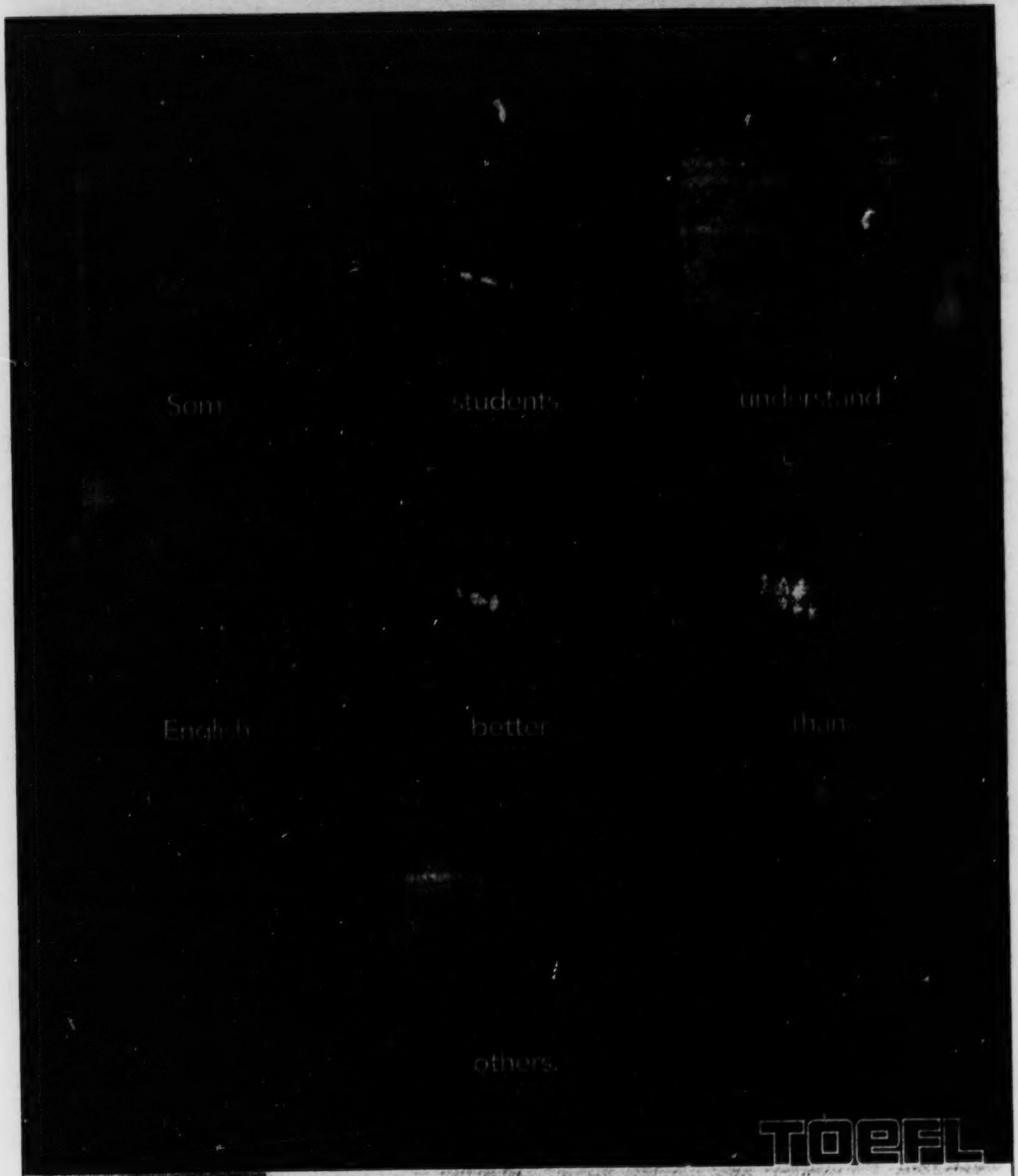
This throws the position of the *Course of study* (1992) into a new light. It suggests that rather than being the cornerstone of a bold new educational policy, the *Course of study* may be nothing more than a document designed to placate the public and other concerned political interests, a tendency of curriculum statements used in many educational settings (Doyle, 1992; Elmore & Sykes, 1992; Ginsburg, Cooper, Raghu, & Zegarra, 1990). The above discussion also suggests that university entrance exams are the true driving force of EFL education in Japanese high schools.

What about teachers? Is their instruction influenced by English I and II textbooks in their classrooms? They said "yes," in a recent survey of 876 Japanese high school teachers in nine randomly selected prefectures (Gorsuch, 1999). On a scale from "1" (not at all influential) to "5" (very influential), teachers gave textbooks an average rating of 3.6957. This moderate agreement held for all age groups (inexperienced versus veteran), school type groups (public versus private, and academic versus vocational), and groupings by level of involvement with an ALT (teaching English I and II with an ALT versus not teaching with an ALT). This suggests that English is not really being taught communicatively in English I and II classrooms, as "communicatively" was defined for the purposes of this study.

Clearly, classroom-based descriptions of teacher use of English textbooks in a variety of school types are needed, complemented by in-depth interviews with a variety of teachers. Teachers need to be questioned about their beliefs on what constitutes "communication." (See LoCastro, 1996 for a discussion on the influence of culture on conceptions of "communication.") From such data, we may learn that high school teachers in fact do see typical textbook activities as supporting their own notions of developing students' communicative abilities. Or, we may learn that teachers feel they want to teach students to communicate, but also feel they are not sufficiently supported by the class textbook in order to do so effectively. Objective, data-driven research of the kind mentioned above needs to be brought to bear on the writing and publication of future textbooks, not just an imprecise, one-sided view of what the market demands.

Conclusion

Unless teachers are given systemic support, they will not be able to change the way they are teaching English, as the *Course of study* (1992) purportedly asks them to do. "Systemic support" would include textbooks which support the development of students' communicative abilities. As a common, cost effective fixture in most classrooms, textbooks have potential power to aid teachers in implementing educational policies. Monbusho, and the public which should be holding Monbusho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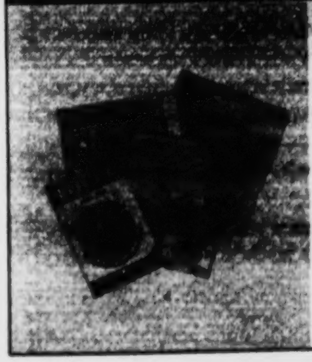

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accountable for its actions and policies, needs to consider what their role, and the role of research in textbook development is, and what it should be.

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Table 1
Descriptive Analysis of Selected English I Textbooks

Vista English Series I (Watanabe et al., 1998), Lesson 3, "The Ozone Hole," pp. 14-17

Selection of lesson	Brief Description
Reading selection	87 word essay: "The Ozone Hole" with Japanese-language abstract.
Quiz	Ss insert two correct words into two English sentences.
Say It! A,B	Ss read English sentences aloud.
Study It!	Japanese grammar explanations and example English sentences. Ss read a sentence pattern aloud and insert different words.
Drill	Ss read sentence pattern aloud, inserting different words.
Practice! 1, 2, 3	Ss place modals in correct positions in sentences, transform sentences according to a model.

Unicorn English Course I (Suenaga et al., 1997), Lesson 9, "Jeanette Rankin," pp. 93-103

Selection of lesson	Brief Description
Before you Read	Ss read a four line English dialog.
Reading Selection	770 word essay: "Jeanette Rankin."
After You Read A, B	Ss hear four paragraph summaries and choose the summarized paragraph, Ss complete a cloze passage.
For Study A,B,C	Ss read a Japanese grammar explanation and four example sentences.
For Practice A, B, C, D	Ss read English sentences and complete three sentences with a specified number of words to match the meaning of the model sentences; Ss reorder English sentences as suggested by Japanese translations, Ss insert correct words into English sentences, Ss complete English sentences as suggested by Japanese translations.
For Practice E	Ss listen to tape selection and take notes, answer Japanese questions in English without using example sentences.
Sound Practice A, B, C, D	SS read single words, sentences, and short dialogs aloud.
Sound Practice E	Ss read five words, plus phonetic and katakana renderings, and compare pronunciation.

Milestone English Course I (Shimada et al., 1997), Lesson 6, "Earthquake Prediction," pp. 61-71

Selection of lesson	Brief Description
Introduction	Ss read a six line dialog introducing the reading selection topic.
Reading Selection	570 word essay: "Earthquake Prediction."
Comprehension A, B	Ss complete a cloze passage nearly the same as the preceding essay, answer four English t/f questions.
Sound Practice A, B, C	Ss read single words and sentences aloud.
Grammar 1, 2, 3	Ss read model sentences.
Vocabulary Building	Ss change nouns into adjectives by adding -ful.
Exercises A, B, C	Ss complete or restate English sentences to match models, compose sentences from a selection of words, translate Japanese sentences into English.

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written expository language is valued. Language is seen as a system of grammatical forms, and a collection of vocabulary forms and discrete phonetic sounds and intonation patterns.
no	no	no	Reading, writing	
no	no	no	Reading, speaking	
no	no	no	Reading	
no	no	no	Reading	
no	no	no	Reading, writing	

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written, expository, "literary" language is valued. Verbal language is represented as a rather contrived dialog, although at one point students are asked to answer Japanese questions in English without using language forms provided in the unit. Language is seen as a system of grammatical forms, and a collection of vocabulary items, and discrete phonetic sounds, word stress patterns and intonation patterns.
no	no	Potentially yes	Reading	
no	no	yes	Listening, reading	
no	no	no	Reading	
no	no	no	Reading, writing	
no	no	Potentially yes	Listening, speaking	
no	no	no	Reading, speaking	
no	no	no	Reading	

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written, expository language is valued. Verbal language is represented in a very contrived dialog. Language is seen as a system of grammatical forms, and a collection of vocabulary items, and discrete phonetic sounds and rhythm patterns.
no	no	Potentially yes	Reading	
no	no	no	Reading, writing	
no	no	no	Reading, speaking	
no	no	no	Reading	
no	no	no	Reading, writing	
no	no	no	Reading, writing	

Table 2
Descriptive Analysis of Selected English II Textbooks

Vista English Series II (Watanabe et al., 1994), Lesson 6, "Rachel Carson," pp. 36-41

Selection of lesson	**Brief Description**
Reading selection	160 word essay: "Rachel Carson."
Check your Understanding!	Ss read and complete a summary of the reading section in Japanese.
Say It! A,B	Ss listen to single words and sentences and repeat.
Study It! 1, 2	Ss read Japanese grammar explanations, model English sentences, then rewrite single words into correct grammatical forms.
Practice! 1, 2	Ss read single English sentences, then rewrite single words in the sentences, write in missing words suggested by matching model English sentences.
Practice! 3, 4	Ss read short, very contrived two line dialogs then write in appropriate words suggested by model sentences or Japanese translations.

Unicorn English Course II (Suenaga et al., 1994), Lesson 3, "Behind Closed Doors," pp. 26-36

Selection of lesson	**Brief Description**
Introduction	Ss read a short English abstract of the reading selection.
Reading Selection	700 word excerpts from the diaries of Anne Frank.
For Summary A, B	Ss answer English questions in English or complete English sentences.
For Study A, B, C, D	Ss read Japanese grammatical explanations and English model sentences.
For Better Pronunciation	Ss read aloud single words and sentences, locate stressed syllables, and compare words to their phonetic and katakana transcriptions.
For Practice A, B, C	Ss rewrite or omit unnecessary words in single sentences.
For Practice D	Ss write a specified number of missing English words into sentences suggested by Japanese translations.
For Practice E	Ss translate single Japanese sentences into English.

Milestone English Course II (Kaneda et al., 1995), Lesson 9, "Sounds We Don' t Hear," pp. 94-104

Selection of lesson	**Brief Description**
Introduction	Ss read an eight part, rather contrived dialog.
Reading Selection	Ss read a Japanese abstract, then read a 600 word essay: "Sounds We Don' t Hear."
Comprehension A, B, C	Ss complete a cloze passage and a table.
Sound Practice A, B	Ss listen to a tape and circle a specified number of stressed words in single sentences; Ss hear single words with correct and incorrect stress and choose the correct one.
Grammar 1, 2	Ss read model sentences.
Exercises A, B	Ss convert syntax of single sentences according to a provided model.
Words and Expressions A, B, C	Ss change morphology of single words, complete sentences from a selection of words, complete sentences as suggested by Japanese translations.

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written, expository language is valued. Verbal language is represented very contrived, two line dialogs. Language is seen as a system of grammatical forms, and a collection of vocabulary items, and discrete phonetic sounds and intonation patterns.
no	no	Potentially yes	Reading, writing (in Japanese)	
no	no	no	Listening, speaking	
no	no	no	Reading, writing	
no	no	no	Reading, writing	
no	no	no	Reading, writing	

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written, "literary" language is valued. Verbal language is represented as a contrived dialog. Language is seen as a system of grammatical forms, and a collection of vocabulary items, and discrete phonetic sounds, and word stress patterns.
no	no	Potentially yes	Reading	
Potentially yes	Potentially yes	no	Listening, reading	
no	no	no	Reading	
no	no	no	Reading, speaking	
no	no	no	Reading, writing	
no	no	no	Reading, writing	
no	no	no	Writing	

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written, expository language is valued. Verbal language is represented in a rather contrived dialog. Language is seen as a system of grammatical forms, and a collection of vocabulary items, and discrete word and sentence stress patterns.
no	no	Potentially yes	Reading	
no	no	no	Reading, writing	
no	no	no	Listening	
no	no	no	Reading	
no	no	no	Reading, writing	
no	no	no	Reading, writing	

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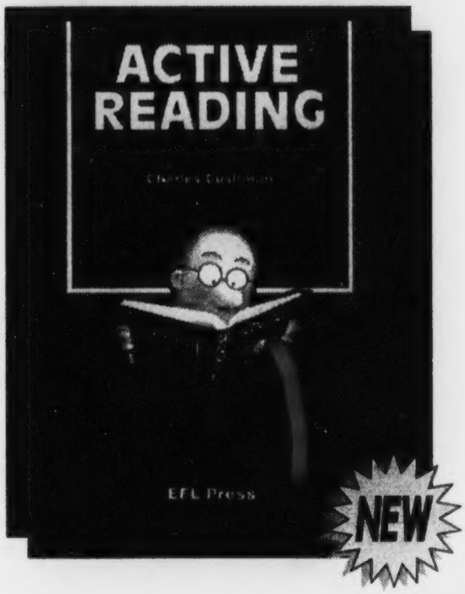

Looking Back:

Student Attitudinal Change over an Academic Year

Robert W. Long III & George Russell
Kyushu Institute of Technology

When students arrive in college classes throughout Japan, many teachers are surprised the nonresponsiveness or apathy that students seem to convey about learning English. Many teachers believe this apathy is simply the result of a Japanese high school language education that overemphasizes issues such as performance, test scores, memorization of grammatical forms and structures, and skill development.

However, is this the case? One of the aims of this research was to determine how students felt about their high school experiences. It seeks to answer questions concerning the supportiveness and enthusiasm of high school teachers as well as whether students enjoyed their classes. This issue seems important to explore, for past experience often shapes present views and behavior. Furthermore, without knowing how students felt about their past language learning activities, it is difficult to know what content and teaching practices to emphasize or to avoid. No matter how a particular approach, content, or skill is favored or emphasized, if students view these matters as irrelevant to their immediate and long-term needs, there is little likelihood of success. In short, there is no clean slate when students come into higher level EFL classes.

A second issue is whether student attitudes change over an academic year. As student begin their present college English levels, they come with certain expectations. It is also logical that students will change their ideas (and motivation) as they year proceeds.

Rationale for the study

Conducting a survey at the end of the academic year provides a very limited understanding of student opinions because it does not indicate how (and why) particular attitudes might have changed over the school year. Do students begin with negative (or positive) attitudes and later on adjust their views? If so, why? Two surveys will be used to indicate how students felt about their high school experiences and their expectations for their present courses. Because teachers will be briefed concerning these responses, two other surveys (one in June and another in February) will show how teachers are meeting student expectations, and if student responses over the academic year remain stable.

Review of Literature

Japanese student attitudes

Most attitudinal research uses one survey to investigate a particular issue or situation and often fails to indicate how teachers can use the results. Shimizu (1995), for example, focused on student attitudes about foreign EFL instructors. She surveyed 1,088 students; whereas the students indicated that classes taught by foreigners were interesting, humorous, and energetic, over half of the students indicated that English classes taught by Japanese were gloomy, boring, dead, strict, serious, and tedious. More investigation is needed as to whether students consistently feel this way, particularly at the end of the year after they have become thoroughly acquainted with the teacher, lecture style, lesson format, and classroom activities.

Two other surveys are more useful and comprehensive. In responding to the issue of student apathy, Widdows and Voller (1991) developed a survey (PANSI) so that they could better understand student attitudes and needs to then develop a more relevant curriculum. The results were interesting: Students indicated that they desired oral-aural skills, understanding English movies, music and radio, polite conversation, and pronunciation, but students felt that they did not need technical or academic writing, personal writing, or knowledge of grammar. The researchers concluded by stating: "The most important result of this survey is the dichotomy between what students want to learn and experience in university English classes, and what they are actually taught there" (p. 134).

While other in-depth studies have been conducted on Japanese student attitudes (see Koizumi and Matsuo, 1993; Namoto et al., 1992; Yamamoto, 1993), Christensen's (1989) study was particularly interesting as it was related to large class sizes. She went beyond merely eliciting student views on teacher and

本論では、1997年度に日本の大学一年生を対象に行った調査により学生の意識変化を分析した。まず、高校時代の自分の言語学習に対する認識調査とこれから受講する大学の授業に対する期待度調査をした。次に、6月と2月に学生の受講授業に対する意識調査をし、その変化を比較した。学生は教師との関係、教師の特徴、教師の力量、教材提示方法などについて積極的に支持したが、英語をうまく話せるようになったかという問いには自信がないと答えた。この研究で、教師の教授方法や教室環境の向上のためのガイドを提示している。

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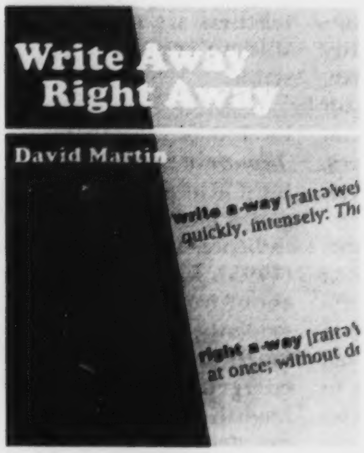

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instructional aspects by investigating how student perceptions of English language learning had changed between high school and college. Christensen had several other research questions concerning the differences between the two learning environments, the kind of material studied in each, and what students really wanted to study. Class size was found not to be an issue with students; instead, students seemed to be more concerned with what transpires in the class. While Christensen did break new ground by examining student perceptions regarding high school and college language environments, there is no mention of how the survey was developed or where it came from, as well as a lack of additional statistical data. The present study takes Christenen's work a step further by incorporating more variables and investigating whether student attitudes change over an academic year.

Working definition of attitudes

Attitudes came to be perceived as evaluative tendencies, either as an acquired behavioral disposition (Campbell, 1963) or as a learned predisposition that allows one to respond in a favorable or unfavorable manner (Fishbein & Ajzen, 1975). Eagly and Chaiken (1989) take this one step further stating that "attitude is more appropriately regarded as an outcome of this categorization process (or processes)" (p. 6-7). The categorization process can be so influenced by the social environment that attitudes can be seen as items of social knowledge that are constantly formed, consolidated, and adapted. As such, attitudes can be better understood meditated reactions that have been strongly influenced by the social context. Thus, attitudes are a means of adjusting to and changing one's social environment. Evidence of apathy, for example, is viewed as a response and as a tool for influencing change. One issue for this study was to see how stable attitudes were over an academic year.

Research Questions

This study is an attempt to explore changes in student attitudes over an academic year, and has the following two aims:

1. How do students view their past and present language learning experiences?
2. Are there any significant differences on any of the variables among the four surveys ?

Method

Subjects

The surveyed subjects were all first-year students at a national technical university located in Kyushu. Almost all were Japanese nationals between the ages of 18 and 20, and nearly 90% were male. All were engineering majors enrolled in a compulsory English course taught by native speakers of English. A total of 601 students participated in the first survey, and in the second, 556 students participated. For the third survey, two teachers could not participate, and so only 425 students participated. Eight part-time teachers—six Americans, one Scot, and one New Zealander—were interviewed. All were male, ranging in age from 29 to 50.

The Instrument

The items in the present survey were primarily based on a previous survey (ISALC) used the previous year to measure student attitudes (Long, 1997). Nineteen items were eliminated after an item analysis of the ISALC because these items were redundant, not systematically addressed or taught by teachers due to logistics, too abstract for students to assess immediately, or too ethnocentric. Eight new items were added regarding issues in evaluation, and how the students viewed their own morale, confidence, and ability. For reasons of length, the survey is not included in this paper; readers can infer survey items from the Tables (see the Results section).

After the English version was finished, a Japanese version was made by a certified translator which was then checked by two bilingual professors. A Cronbach-Alpha reliability test for the first survey, concerning perceptions of their high-school English education and expectations concerning their present English class, resulted in a reliability coefficient of 0.94. The third and fourth survey concerned only student attitudes, and did not employ paired items. The reliability coefficient was 0.88 for the second survey, (527 students) and 0.90 for the third (404 students). Items also asked students whether they had native or Japanese teachers in their high school.

Procedure

The first two surveys were carried out by the eleven foreign English language teachers (eight part-time and three full-time) on April 23, 1997, during the second week of classes, to allow for any student registration changes to take place and for teachers to give their first lesson. The third survey was given on July 9, 1997, just before summer recess. The fourth survey was given in early February, 1998, just before final exams. In all situations, the instructors explained to their classes the purpose of the surveys. Student responses were recorded on special data cards. Students did not write their names but did write their student numbers on the cards. Although this procedure did infringe upon the anonymity, it was a necessary measure to meet the statistical requirements for correlations. Teachers reassured students that the surveys were for research purposes and course improvement only, and that student numbers and names would not be matched for identification purposes. Interviews were conducted with teachers after the midterm surveys so that they were aware of student responses and concerns.

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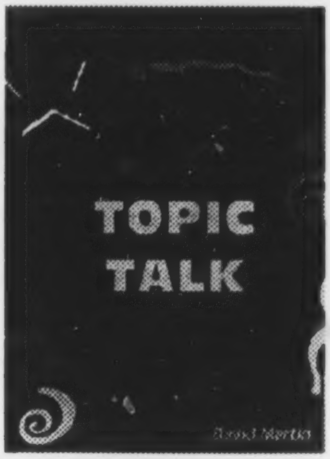

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Data Analysis

Means, percentages, standard deviations were examined. During data analysis, the 1-5 scale employed in the survey was changed to a 0-4 scale, and our tables reflect this change. Data regarding expectations and attitudes were correlated, t-tests were conducted to discern if any significant differences existed among the surveys.

Results

Initial survey

Students were largely positive about the supportiveness and fairness of their high school teachers; 74% felt their teachers were also enthusiastic; and 70% similarly felt their teachers could teach grammar effectively. However, over 50% felt negative about their teachers' ability to teach oral English effectively, or to make learning interesting; furthermore, students felt that teachers were not innovative, or interested in their progress. On items concerning the enjoyment of English class and student confidence, negative responses were double that of positive ones. See table 1.

In regard to student expectations (see table 2), students did expect to learn a lot from the current class. They overwhelmingly felt that the teacher would knowledgeable (a combined 97% agreeing), and would be enthusiastic. Likewise they believed that the teacher would be able to teach oral English effectively, make learning interesting, and have an interesting lecture style, and that students would be more confident in speaking English. They also felt strongly (88%) that the length of conversational practice would be sufficient. It seems clear that students had very positive expectations regarding their own experience, teacher characteristics, and teacher abilities at the university level.

There are high loadings on "no opinion" as for "will be able to give clear directions," "will be interested in progress," "will treat students well," "will encourage participation," and "will be able to teach grammar." Similarly, many students were not sure of what to expect regarding course content, evaluation, and course conditions, perhaps indicating a wait and see position. The one exception among these 12 items is the high expectation that conversational practice will be long enough. Students had the lowest expectation about past material being reviewed enough.

Midterm Survey

Regarding student attitudes during the middle of the school year (see table 3), 80% or more of the students responded positively to the following items: teacher enthusiasm, enjoyable classroom atmosphere, clear pronunciation and treatment of students. Over 70% said the teacher was knowledgeable and fair, conversational practice was long enough, the teacher was helpful and supportive, encouraged participation, and spoke at an understandable rate, and they enjoyed the class. Many felt the pace of the class was suitable, the teacher had an interesting lecture style, and class time was used well. Over half felt that the teacher did teach oral English well and made learning interesting; 60% felt they were learning a lot. Negative responses concerned student confidence and believing that they could speak English better.

The usefulness of the textbook was viewed more positively than negatively, but more than 40% of the students chose the "I don't know" option. Many students had no opinion about how grammar was taught (43%). Only about 20% of the students were positive about past material being reviewed enough, and many students (36%) did not feel positive about the helpfulness of testing in the class, or the helpfulness of follow-up suggestions regarding errors (33%).

Final survey

In regard to student morale, a majority of students felt that the class was enjoyable and that they learned a lot; however, a sizeable number (33% and 24%) felt that they had no confidence or that they were better speakers. Students also felt that past material was not reviewed sufficiently, or that testing was helpful. Students did respond positively to most items in teacher-student relations, teacher characteristics, and teacher abilities, presentation of material, but regarding course content, evaluation, and course conditions, responses were more mixed.

Discussion

It seems clear, in answering the first research question concerning student attitudes about their language learning experience, that students are aware and do hold sharp opinions about specific educational aspects, particularly their own morale, teacher abilities, characteristics and relations with the students. Whereas students are positive about their relationships with teachers, and teachers' abilities and characteristics, they tend to be more ambivalent concerning items related to presentation, content, evaluation, and course conditions.

As for the second question regarding differences in student responses among the three surveys, there were no strong correlations between responses in the middle and end of the academic year. However, viewing the student population as a whole, the level of enjoyment of the class reported was about the same as the level expected (although with a correlation of .34), and the percentage of students reporting that they were learning enough similar to that of students expecting to learn a lot (though correlating at only .26). More research is needed to investigate the role that expectations have on the attitudes students maintain; the indication is that students do not reflect and use past experience in formulating their current attitudes.

In any case, student expectations were not being met regarding confidence in speaking: 72% had very strong or strong expectations that they would feel more confident in speaking, but three months later a

Table 1.
Frequencies and Descriptive Statistics of Student Perceptions about their Past Learning

	Percentage of Student Response						
Item Response:	0	1	2	3	4	Mean	SD
The Student							
1. Enjoyment of English class	5	22	20	33	20	2.43	1.16
2. Learned a lot in class	11	28	32	22	7	1.86	1.08
3. More confident about speaking	1	14	18	29	39	2.90	1.10
4. Speak better from class	3	27	24	22	25	2.40	1.19
Teacher-student relations							
5. Teacher interested—progress	12	16	22	26	25	2.36	1.32
6. Encouraged participation	15	33	18	20	15	1.88	1.30
7. Teacher helpful/supportive	18	39	21	16	7	1.56	1.15
8. Teacher treated student well	12	20	38	18	12	1.97	1.16
Teacher's characteristics							
9. Teacher was knowledgeable	38	30	24	5	3	1.05	1.03
10. Teacher was enthusiastic	44	30	17	7	2	0.93	1.04
11. Teacher-innovative, up-to-date	7	19	23	24	28	2.48	1.27
12. Teacher was fair	26	25	25	15	9	1.59	1.28
Teacher's abilities							
13. Class atmosphere enjoyable	16	31	19	20	15	1.87	1.31
14. Able to teach oral English well	2	10	12	37	39	3.02	1.04
15. Made learning interesting	6	21	27	25	22	2.36	1.19
16. Taught grammar effectively	33	37	17	9	4	1.14	1.10
Presentation of material							
17. Able to give clear directions	15	27	30	21	8	1.79	1.15
18. Had an interesting lecture style	4	15	25	31	26	2.60	1.14
19. Spoke at an understandable rate	33	32	16	13	6	1.27	1.21
20. Had clear pronunciation	16	28	36	14	7	1.69	1.10
Course content							
21. Had interesting topics	8	25	26	25	16	2.15	1.20
22. Past material reviewed enough	8	27	17	32	16	2.21	1.23
23. Conversational practice enough	1	7	5	31	56	3.35	0.90
24. Textbooks were useful	6	27	27	25	16	2.16	1.17
Evaluation							
25. Testing was helpful	9	26	30	19	16	2.07	1.21
26. Level of testing at student level	12	28	29	19	12	1.91	1.19
27. Feedback on errors were clear	19	32	23	22	5	1.63	1.17
28. Follow-up suggestions helpful	8	19	19	31	23	2.43	1.24
Course conditions							
29. Pace suitable to your level	16	21	26	26	12	1.99	1.26
30. Class time was used well	9	25	25	29	12	2.10	1.18
31. Number of classes enough	13	23	44	15	5	1.78	1.03
32. Length of class long enough	20	25	39	13	3	1.54	1.04

Note: 0 = very much, 1 = Yes, a little, 2 = I don't know, 3 = Not very much, 4 = Not at all
N = 601

Table 2.
Descriptive Statistics of Student Expectations for their Present English Course

Percentage of Student Response Item Response:	0	1	2	3	4	Mean	SD
The Student							
1. English class will be enjoyed	26	41	26	5	1	1.13	0.90
2. Will Learn a lot in class	35	36	27	2	0	0.96	0.83
3. Will be more confident about speaking	23	49	24	4	1	1.10	0.82
4. Will speak better from class	19	53	24	4	1	1.15	0.80
Teacher-student relations							
5. Teacher will be interested—progress	15	30	47	5	3	1.43	0.81
6. Teacher will encourage participation	22	30	43	3	1	1.32	0.90
7. Teacher will be helpful/supportive	23	37	36	3	1	1.20	0.85
8. Teacher will treats student well	17	32	46	3	1	1.39	0.85
Teacher's characteristics							
9. Teacher will be knowledgeable	88	7	4	0	0	0.16	0.48
10. Teacher will be enthusiastic	49	31	19	1	1	0.72	0.80
11. Teacher will innovative, up-to-date	30	35	33	2	1	1.09	0.87
12. Teacher will be fair	41	32	25	2	1	0.89	0.87
Teacher's abilities							
13. Will make class atmosphere enjoyable	44	35	19	1	1	0.79	0.83
14. Will teach oral English well	56	32	10	1	1	0.56	0.73
15. Will make learning interesting	29	39	30	2	0	1.06	0.83
16. Will teach grammar effectively	11	32	40	13	4	1.66	0.96
Presentation of material							
17. Will be able to give clear directions	14	28	50	6	3	1.55	0.90
18. Will have an interesting lecture style	26	41	29	3	1	1.11	0.86
19. Will speak at an understandable rate	13	27	35	19	7	1.80	1.10
20. Will have clear pronunciation	86	10	4	0	0	0.19	0.52
Course content							
21. Will have interesting topics	16	37	41	5	1	1.40	0.86
22. Past material will be reviewed enough	5	22	47	21	6	2.00	0.92
23. Conversational practice will be long	50	37	11	2	0	.64	0.76
24. Textbooks will be useful	12	30	48	8	2	1.58	0.88
Evaluation							
25. Testing will be helpful	13	27	52	6	2	1.56	0.86
26. Level of testing will be at student level	8	20	57	12	3	1.82	0.86
27. Feedback on errors will be clear	28	34	32	5	1	1.17	0.93
28. Follow-up suggestions will be helpful	13	31	45	8	3	1.58	0.92
Course conditions							
29. Pace will be suitable to your level	12	23	51	11	3	1.70	0.92
30. Class time will be used well	24	41	30	1	0	1.17	0.85
31. Number of classes will be long enough	13	26	43	14	4	1.70	0.99
32. Length of class will be long enough	17	23	40	16	5	1.71	1.08

Note: 0 = very much, 1 = Yes, a little, 2 = I don't know, 3 = Not very much, 4 = Not at all
N = 601

Table 3.
Descriptive Statistics of Student Attitudes at Midterm

	Percentage of Student Response						
Item Response:	0	1	2	3	4	Mean	SD
The Student							
1. English class is enjoyable	26	45	19	7	2	1.12	0.93
2. Learns a lot in class	16	47	29	7	1	1.30	0.85
3. Is more confident about speaking	3	19	43	30	6	2.17	0.89
4. Speaks better from class	3	24	45	23	5	2.03	0.87
Teacher-student relations							
5. Teacher is interested in progress	9	30	47	12	3	1.69	0.89
6. Teacher encourages participation	33	40	24	2	0	0.96	0.82
7. Teacher is helpful/supportive	35	40	23	2	0	0.92	0.81
8. Teacher treats student well	41	39	17	3	1	0.82	0.83
Teacher's characteristics							
9. Teacher is knowledgeable	36	41	21	2	0	0.84	0.80
10. Teacher is enthusiastic	49	39	10	1	0	0.64	0.89
11. Teacher is innovative, up-to-date	21	38	37	6	1	1.27	0.89
12. Teacher is fair	39	38	21	1	0	0.86	0.82
Teacher's abilities							
13. Makes class atmosphere enjoyable	46	40	11	2	1	0.71	0.80
14. Teaches oral English well	22	43	30	6	1	1.21	0.86
15. Makes learning interesting	26	37	33	3	1	1.16	0.88
16. Teaches grammar effectively	3	15	43	31	8	2.26	0.91
Presentation of material							
17. Able to give clear directions	8	27	47	16	2	1.77	0.88
18. Has an interesting lecture style	26	41	27	5	1	1.14	0.89
19. Speaks at an understandable rate	33	39	19	8	2	1.07	0.99
20. Has clear pronunciation	44	41	13	2	0	0.73	0.76
Course content							
21. Has interesting topics	13	31	40	12	5	1.64	1.00
22. Past material is reviewed enough	5	16	36	30	13	2.32	1.04
23. Conversational practice is long	1	35	16	7	1	0.92	0.97
24. Textbooks is useful	6	29	42	14	10	1.91	1.02
Evaluation							
25. Testing is helpful	3	14	47	21	15	2.32	0.98
26. Level of testing is at student level	4	11	72	11	4	2.00	0.70
27. Feedback on errors is clear	14	32	37	15	2	1.57	0.97
28. Follow-up suggestions is helpful	3	16	47	28	6	2.18	0.87
Course conditions							
29. Pace is suitable to your level	23	46	21	8	2	1.21	0.95
30. Class time is used well	21	45	26	6	2	1.21	0.90
31. Number of classes is long enough	13	22	34	22	9	1.90	1.16
32. Length of class is long enough	18	32	34	12	4	1.52	1.04

Note: 0 = very much, 1 = Yes, a little, 2 = I don't know, 3 = Not very much, 4 = Not at all
N = 556

Table 4.
Descriptive Statistics of Student Attitudes at the End of the School Year

	Percentage of Student Response							
Item Response:	0	1	2	3	4	Mean	SD	TT
The Student								
1. English class is enjoyable	24	40	21	12	2	1.28	1.03	-
2. Learns a lot in class	13	54	21	11	1	1.32	0.87	NS
3. Is more confident about speaking	4	19	45	25	9	2.15	0.95	NS
4. Speaks better from class	7	29	40	19	6	1.88	0.99	+
Teacher-student relations								
5. Teacher is interested in progress	13	34	39	10	4	1.56	0.96	+
6. Teacher encourages participation	34	41	20	4	1	0.98	0.90	NS
7. Teacher is helpful/supportive	29	46	21	4	1	1.00	0.83	-
8. Teacher treats student well	45	41	11	2	1	0.72	0.79	NS
Teacher's characteristics								
9. Teacher is knowledgeable	38	40	22	0	0	0.85	0.76	NS
10. Teacher is enthusiastic	48	38	13	1	0	0.67	0.74	NS
11. Teacher is innovative, up-to-date	15	42	34	9	1	1.39	0.88	-
12. Teacher is fair	37	41	20	1	0	0.86	0.79	NS
Teacher's abilities								
13. Makes class atmosphere enjoyable	42	37	17	2	1	0.82	0.86	-
14. Teaches oral English well	21	44	31	4	1	1.21	0.84	NS
15. Makes learning interesting	20	38	34	7	1	1.32	0.90	-
16. Teaches grammar effectively	5	21	40	28	7	2.10	0.96	+
Presentation of material								
17. Able to give clear directions	9	27	48	15	2	1.73	0.89	NS
18. Has an interesting lecture style	19	40	32	8	2	1.33	0.93	-
19. Speaks at an understandable rate	34	36	20	9	2	1.09	1.02	NS
20. Has clear pronunciation	41	40	17	2	0	0.79	0.78	NS
Course content								
21. Has interesting topics	12	32	40	12	5	1.66	1.00	NS
22. Past material is reviewed enough	10	18	38	25	10	2.06	1.10	+
23. Conversational practice is long	43	36	16	5	0	0.84	0.90	NS
24. Textbooks is useful	8	25	41	17	9	1.94	1.05	+
Evaluation								
25. Testing is helpful	7	21	37	21	15	2.16	1.13	+
26. Level of testing is at student level	16	32	44	7	2	1.48	0.91	+
27. Feedback on errors is clear	18	36	35	10	2	1.42	0.95	+
28. Follow-up suggestions is helpful	4	17	46	26	8	2.18	0.93	NS
Course conditions								
29. Pace is suitable to your level	24	42	25	6	2	1.22	0.95	NS
30. Class time is used well	20	40	26	10	4	1.38	1.03	+
31. Number of classes is long enough	22	25	25	19	9	1.69	1.26	+
32. Length of class is long enough	24	33	29	10	5	1.41	1.10	+

Note: 0 = very much, 1 = Yes, a little, 2 = I don't know, 3 = Not very much, 4 = Not at all
N = 425, TT = t-test
+ = Significant difference between Survey 3 and Survey 4 in favor of 4
- = Significant difference between Survey 3 and Survey 4 in favor of 3
NS = No significant difference between Surveys 3 and 4

total of only 22% agreed that they could speak English with more confidence. Indeed, only 3% felt strongly that they could during the midterm survey; this changed to only 4% at the end of the year. Likewise, students had anticipated that they would speak better by taking this class (a total of 72%), but only 27% felt later that they could speak better.

In the category of student-teacher relations, student expectations were met or exceeded: positive responses were generally almost 10% percent higher. On the other hand, students were slightly more negative about the teacher being interested in their progress, with negative responses rising from 8% to 15%. There was little change regarding responses concerning teacher characteristics, except that very positive expectations about the teacher being knowledgeable were split between very positive and somewhat positive.

Concerning student attitudes about teacher abilities, there was an increase from the expectations survey in negative attitudes about the teacher's ability to teach grammar effectively (39%), which may be partly due to most teachers addressing grammar as a secondary concern. Also, there was a noticeable drop (35%) in very positive ratings of the teacher's ability to teach oral English effectively.

For presentation of material, students had slightly less positive attitudes about the teacher giving clear directions, whereas there was no substantial change in responses regarding lecture style. Students were more positive about the teacher speaking at an understandable rate, but very positive expectations regarding the teacher's pronunciation dropped by half.

Generally, attitudes toward course content showed similar overall totals to those of expectations, but students were slightly more negative about the selection of topics, reviewing material, the length of conversational practice and the usefulness of the text. There was a considerable drop regarding student attitudes about evaluation. Again, after totaling the responses at both ends of the scale, 29% more of the respondents had negative attitudes about the helpfulness of testing, 11% were more negative about the feedback on errors, and 23% were more negative about the helpfulness of follow-up suggestions.

Finally, in discussing the responses on course conditions, most students felt comfortable about the pacing; about half the students had no opinion about this item on the survey concerning expectations. On the other hand, more students (13%) now felt that the number of classes was not enough to learn English. There was less of a change on the other two items.

After surveying the first year English classes again near the end of the academic year to see whether the information collected in the surveys had helped teachers to improve their classes, we conducted a t-test on the 373 students that participated in both attitude surveys to identify if there were any significant differences between student attitudes in the middle of and at the end of the school year (see Table 6). Item 4 ("Speaks better from class"), item 5 ("Teacher is interested in progress"), and item 16, ("Teaches grammar effectively") all received significant values showing improved attitudes, but in light of the high number of neutral and negative responses for these items on both surveys 2 and 3, these findings seem meaningless. The same could be said for items 22, 24, 25, 27, and 31 regarding course content, evaluation and conditions. Only item 26, concerning the level of testing, shows an improvement that seems to be both significant and meaningful.

In an attempt to find other evidence of improvement, we combined the first two positive responses, and found that there were 10 items showing a five percent or more improvement:

4. "Student speaks better from class," 36% from 27%
5. "Teacher is interested in progress," 48% from 39%
8. "Teacher treats student well," 86% from 80%
16. "Teaches grammar effectively," 26% from 18%
22. "Past material is reviewed enough," 28% from 21%
25. "Testing is helpful," 28% from 16%
26. "Level of testing is at student level" 48% from 14%
27. "Feedback on errors is clear," 54% from 47%
31. "Number of classes is long enough," 47% from 35%
32. "Length of class is long enough," 55% from 50%

These items, however, are problematic insofar as there remain many dissatisfied responses. The positive trend in these responses might reflect students becoming not only more secure with the teacher, but also more familiar with the testing format and standards, and course conditions.

Using the same criteria of five percentage point difference, we found that students were less satisfied with four items: (a) item 1, "English class is enjoyable," from 72% to 64%; (b) item 15, "Makes learning interesting," from 63% to 58%; (c) item 18, "Has an interesting lecture style," from 67% to 59%; and (d) item 30, "Class time is used well," from 66% to 60% . Other items showed smaller decreases such as item 11, "Teacher is innovative and up-to-date," from 59% to 57%, and item 13, "Makes class atmosphere enjoyable," from 86% to 80%. The most plausible explanation for these disappointing results seems to lie with fatigue: As the classroom routines become established and students become more acquainted with the teacher, it is harder for the teacher to make the classroom atmosphere enjoyable, to make learning interesting, and to appear innovative.

Conclusion

Learning about students' past experiences, and expectations is not only logical but also worthwhile, as innovation becomes difficult unless one knows the direction to move in. Because the issue of student morale seems closely linked to expectations, teachers need to gain some kind of impression as to what students expect from them and from the instruction. It seems reasonable that after years of English classes focused on grammar, Japanese students would want more conversational practice, want to have more confidence and better speaking skills, and want their teachers to have a more interesting lecture style and to teach oral English well. Students do seem aware of how well they can speak English, and are concerned about whether the teacher is interested in their progress. Because students feel that a teacher's enthusiasm and fairness (and ability of the teacher to make the classroom atmosphere enjoyable) are important, few students had no opinions on these items.

As for instruction, teachers should consider how to respond effectively to the fatigue factor; it is important for teachers to initiate progressive and developmental changes in their courses to counter the student malaise that inevitably surfaces over the school year. Reviewing past material in a creative manner seems as important as conducting the review itself. Most importantly, because 67% of the students stated that they did not feel confident about speaking, teachers should keep in mind that the affective domain is as important as knowledge of English structure and usage.

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Curriculum for Developing Cross-Cultural Competency

Robert W. Long
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One of the many criticisms concerning Japan is that it has been slow in becoming internationalized. However, as globalization forces more Japanese firms to merge with foreign firms, it is clear that internationalization will be taken even more seriously: There will be more student exchanges and interest in learning about foreign cultures and more opportunities to take school trips abroad.

Many Japanese universities are offering courses based on the culture of English-speaking countries (Rosen, 1997). While some teachers do have innovative approaches to teaching culture, there is the tendency to get bogged down in learning details about geography, history, norms, values, ideas, attitudes, and lifestyles, all of which can sidetrack or derail any student interest. Teachers assume that this background information will help students to more effectively interact with people from other cultures; Brinton and Snow (1988) counter that students "learn best when they bring their own knowledge and experience to a given topic" (p. 3). Often in-depth discussions and essays (Stapleton, 1997) are used to achieve this aim; however, in order to have students become pragmatically competent (effectively dealing with the immediacy of questions, opinions, problems posed by foreigners), it is important to use strategic interactions (SI). This approach places students in roles and episodes that they would probably encounter in their lives; analysis and discussion based on their responses to various scenarios will provide an effective springboard to background information that deals with cultural norms, expectations, attitudes, or values.

Rationale

Perhaps the one distinct feature of cross-cultural exchanges is that they are as uncertain as they are ambiguous and difficult; because foreigners have different expectations and discourse norms (Scollon and Scollon, 1995), students can never be sure that their answer was satisfactory. Difficulty can arise from simple "why" questions (in which foreigners ask students to explain their preference for natto, sushi, or tall shoes) or in declining an invitation to a party. Using a variety of real-life scenarios allows learners to understand how to better respond to uncertainty and ambiguity (DiPietro, 1994), and as students rehearse particular roles based on episodes from real life, they will begin to understand their own attitudes, prejudices, and values.

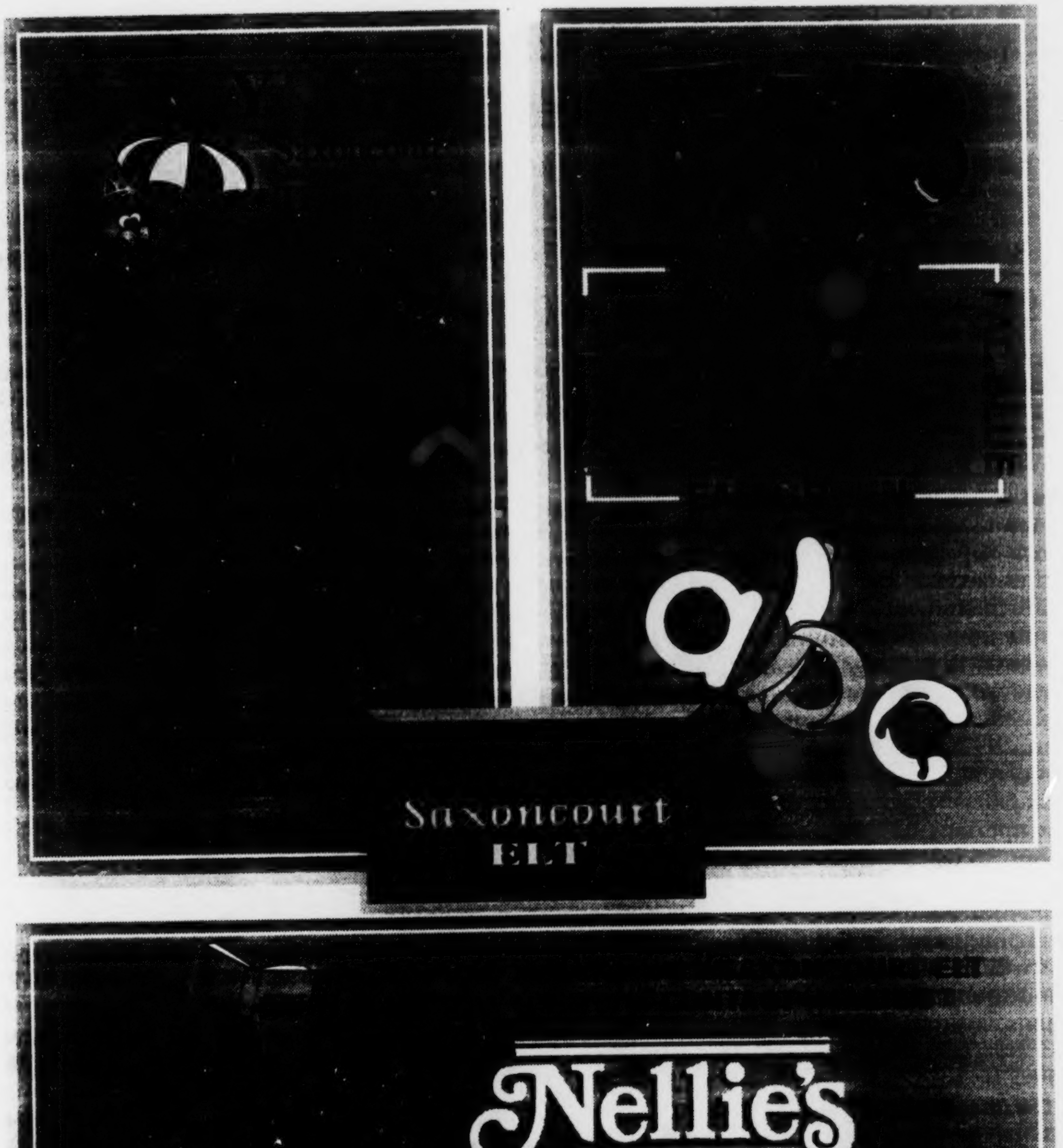
A simple scenario, for example, can be based on a student going to an international center, meeting a foreigner who wants to know about a Japanese music CD that his American friends would appreciate. While the context and episode is clarified, students alone determine the outcome: allowing them to concentrate on clarifying their opinions, positions, values. At a novice level, students can identify Japanese groups and artists; at higher levels they can describe the music, lyrics, and give reasons for buying a particular CD.

After performing and rehearsing the scenarios, teachers can then begin debriefing, having students share their solutions. Teachers can then use relevant material from the textbook or newspapers to illustrate underlying issues or to highlight certain cultural themes. In this case, teachers can discuss either the influence that Japanese groups have on youth and fashion, or focus on current trends in the music industry. In any event, teachers must be in touch with issues that students feel are relevant and to explore ways in which issues are acted out in daily interactions. As Graves (1993) points out: "A key element in teaching culture is the teacher's own understanding of culture" (p. 10).

Objectives

The principle aim of SI is to develop student confidence and pragmatic competency by having students simulate situations in which they assist and explain certain aspects of Japanese culture to foreigners. These can also be expanded to situations that students would encounter if they were abroad. There are five kinds of strategic interactions: First, students engage in scenarios based in integration so that they will better understand the discourse norms related to extending, accepting, or declining invitations from foreigners. Second, students are asked to empower or assist foreigners to become more confident in speaking or writing Japanese. and in being accepted within society. Third, there are orientation scenarios in which information is exchanged, opinions are expressed, values are clarified, giving students an opportunity in adjusting to differing cultural contexts, or to orient someone to their own background. A fourth scenario

教師はある文化についてより多くの知識を学生が持てば持つほど、その文化の中でうまく振舞うことができそうだと思っている。本論では、背景知識を持つことは実際にやっていけるための予備段階の一つでしかないという立場をとっている。この問題に取り組むために、方策、インターアクションに基づく異文化カリキュラムの背景、目的、方法、評価を提示する。様々なシナリオへの学生の反応を講義、討論、分析のための資料としている。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concerns problem-solving, having students not only understand common concerns that foreigners might have living or visiting Japan, but also how to provide understandable and practical solutions. Fifth, teachers can present scenarios that involve conflict resolution, having students understand and to resolve a variety of conflicts based on simple misunderstandings; cultural dissonance; personal bias, and preferences; social expectations, roles and norms; and institutional regulations. Getting students to depersonalize and understand the issues as being cultural instead of personal (Wajnryb, 1988) is an underlying aim.

In an interactive classroom, evaluation of student performance is based on three criteria. First, intelligibility concerns not only the accuracy of pronunciation and grammar used in the negotiation, but also the choice of vocabulary, wording, intonation, and fluency. Students are also rated on the appropriateness of their responses so that they understand the importance of register and context. One of the prime sources for cross-cultural misunderstandings and conflict is that the interactants do not understand how their responses may be construed as irrelevant, rude, or immature. Student effort is also taken into account. The overall effectiveness of the interchange—how students tried to build rapport, show sensitivity and respect—is examined. Did students try to facilitate conversation? Were student responses sufficient? Were non- or misunderstanding recognized and repairs initiated?

The Method

In order to move students to a point in which they understand and are able to engage in strategic scenarios, I have found five techniques helpful. With each technique only one student is able to see and read the statements, opinions and questions on the handout. The purpose of the first activity (called "I Stand Corrected") is to have students affirm or correct information pertaining to their own lives. The students, who read these statements, are cast in roles in which they are checking to see if what they had heard (or if their impressions) were correct.

For example, in talking about music, students might say to their partners: "I heard that you like the music group Glay." "A friend of yours said that you know very little about jazz." or "I have the impression that you like Japanese pops." A second activity ("Reactionaires") has students expand on this information, prompting students to clarify their opinions, values, experiences, and ideas. Using the theme of sports, for example, students would respond to items below that supposedly came from people from around the world:

1. Robert Farnsworth: "I think baseball is not all that interesting. I am puzzled why Japanese people like it so much."
2. Kim Swanson: "I heard that aikido is more difficult than judo."
3. "Jerry Fostrum, from New York City, wrote me recently. He said 'since sumo is the national sport of Japan, it should be limited to only Japanese citizens.' What do you think?"

After students have changed partners, and rehearsed these activities so that they have improved their fluency and grammatical accuracy, teachers can then move onto "Engagements," essentially having students respond to suggestions or invitations. Using the theme of holidays and festivals, items could be written in the following manner:

1. [Jim Cook, American Language School teacher, age 23, teaching in Sabae, Fukui-ken]
   "Say, I heard that many families get together during Shogatsu, and go to three temples. Can I join you and your family then?"
2. [Bill Hapner, British, 31, businessman, working in Osaka]
   "I was thinking about making some money during Shogatsu by selling CDs and pictures at various temples. I have a digital camera, printers and all kinds photos. I think we could make a lot of money. Would you like to help?"
3. [Todd Juneau, American, 21, JET, working in Kitakyushu, Fukuoka-ken]
   "I am going to help the homeless people in Osaka during Shogatsu. But I need your help to carry food. Can you skip seeing your family and spend two days helping me?"

These techniques, I have found, enable students to develop the confidence to engage in more strategic scenarios. The scenario itself contains four essential elements: strategic interplay, roles, personal agendas, and shared context; DiPietro (1994) states three stages are important:

1. Rehearsal: (a) learn the relevant grammar underlying the scenario, (b) identify alternate meanings and modeling, (c) learn how to respond appropriately and with more confidence.
2. Performance.
3. Debriefing: (a) review roles and how to improve, (b) model, (c) change partners and do one last time, (d) final debriefing.

Scenarios need to have an element of dramatic tension to be successful. The tension is important insofar that students need to be have their views, opinions, values, and understanding of the world challenged so that their ideas and global perspective are developed.

Unit 1: Developing Cultural Awareness

Because many cross-cultural exchanges are based on learning more about another culture, the first unit is geared to having students ask and answer questions, correct common misconceptions, and to explain as-

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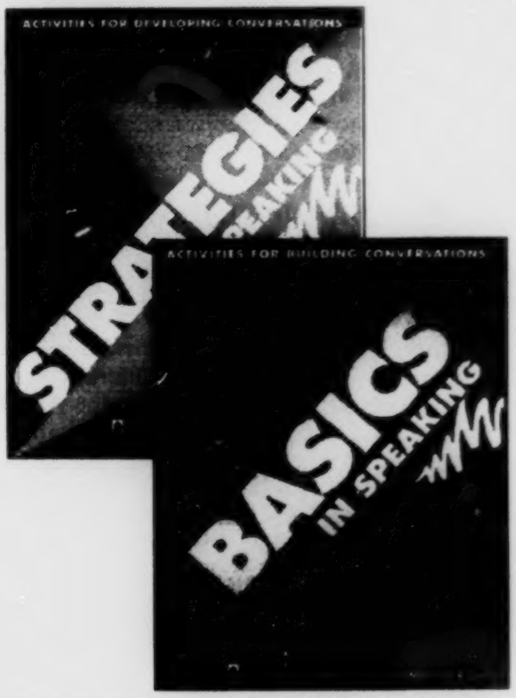
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pects of Japanese cultures that they feel are important. Scenarios involving integration and information exchange, for example, can focus on orienting someone to important background information or values, giving advice or recommendations concerning stores, food, and places of interest. At lower levels, teachers can script the questions, problems, opinions that Japanese might encounter here or abroad (see Figure 1). Students can then try, in pairs, rehearsing the encounters, working on fluency, appropriateness, and accuracy.

These scenarios can be easily extended to include a second or third episode, including problem-solving, empowerment, or conflict resolution situations.

Problem-solving scenarios can include issues making new friends, getting around in the city, joining clubs and organizations, and getting medical care. Scenarios based on conflict resolution involve correcting misconceptions, and stereotyping. Appendix A provides eight themes and scenarios that can be adapted for classroom lectures.

Unit 2: Discussing Cultural Change

Once students are able to cross the threshold of introductory cross-cultural exchanges concerning one's background, preferences, it is likely that foreigners (or they) will want to initiate more thought-provoking topics. And herein lies a second problem: When faced with critical discussions, the tendency is for many Japanese not to express a clear opinion. This can give the wrong impression that Japanese do not care about such topics. The aim of this unit is to move students from awareness into critical consciousness, by having them comment on certain changes in Japanese customs, behavior, and social life.

Scenarios can become more involved in that students might have to discuss or clarify background information and their own ideas. Scenarios can be based on verification or clarification of the change, personalization (whether this affected the student), and adaptation (how the student has or has not adapted regarding the issue in question).

Regarding specific techniques, I first have students become acquainted with the issue through a short reading followed by an "issue by issue," a simple analysis of roles, expectations, problems, motives, and underlying difficulties. This would be followed by an activity called "Listening In." Students respond to a list of quotes by stating the degree of their own beliefs. (See appendix B concerning an example based on the topic of child-care fathers.) Again, various reactionaires, scenarios, and debates can be based on issues concerning the quality of education, marriage and divorce, fashion, women's roles, lifetime employment, crime, and drug use. Teachers can also include issues related to cultural change in their own countries and likewise design activities and scenarios based on these topics.

Figure 1: *Scripted Scenarios: Information exchange/integration*

Culture Theme: Sports

—In Japan

Context: You are sitting with a Japanese friend watching sumo. You have never seen a sumo match before. You are surprised at how the wrestlers are dressed, and you laugh. After watching a few rounds and seeing that it involves pushing or slapping the guy out of the ring, you say it is boring.

Role A. An American

You know, of all the sports I have ever seen, this seems to be the most bizarre. Look at how those guys are dressed! They're in baby diapers! And geez, it really seems boring. Just pushing the guy out of the ring? Do you really like sumo?

Context: You have met an American who had never seen sumo before. When he saw it, he laughed, and said that the wrestlers looked stupid dressed in "diapers." After watching a few rounds, he states that it looked very boring.

Role B. Yourself

Try to describe the rules and tradition behind sumo. Explain how participants win. If you do not know this information, state this, and refer Mike to someone who would know.

—Abroad in Australia

Context: You have just met a Japanese student. He will be staying with your family for one month. Since you play cricket, invite him to join your team.

Role A. An Australian: John

Hello [student's name]. We need someone for our cricket team, but I wasn't sure if Japanese played cricket. I know that baseball is popular.

Context: You have just arrived in Australia and are sitting with your homestay family. The son, who is 17 years old has invited you to play cricket.

Role B. Yourself

Tell John about sports that are practiced in Japan such as American-style football, soccer, rugby, basketball, etc. Discuss your own experiences with these sports.

Assessment

The final exams are based on scenarios, and student responses and analysis of underlying problems and issues. One option is for teachers to have students in pairs with two different versions of the test; one student then reads out the reactionaires and scenarios on his paper to the other student who, instead of answering the student, writes down how he or she would respond. This could be followed by a short analysis. To better develop interactive competency, students could then change partners after each scenario. A second option is for students to read through statements, reactionaries, and scenarios and write down their own responses and analysis. Evaluation is based on the intelligibility, appropriateness, and effectiveness of the response.

Conclusion

In addition to simple pair-based scenarios, multiple-roled, group, and data-based scenarios can be used. Further, there are many possibilities in adapting SI to various curricula: Teachers can focus on what was learned through various interactions, have students identify the most effective responses, or to point out how miscommunication occurs in various situations. (For more information concerning SI, see Oller and Richard-Amato, 1983). In short, using this approach will help students know more about a culture because learning is realistic, interactive, and personal.

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Appendix A. Developing Cultural Awareness

Theme, Scenarios, [Purpose], Analysis

Sports

- Discuss the background, tradition to Japanese sports.
- Respond to criticism about sumo, or other Japanese sports. [Conflict Resolution]
- Lectures can be based on how sports in Japan are different, about the introduction of foreign sports in Japan.

Travel

- Identify important or interesting places to visit in Japan.
- Extend an invitation to a new foreign friend to travel to Mt. Fuji. Share expenses. [Integration]
- Lectures can be based on differing discourse norms, and issues that Japanese and foreigners would find important when traveling.

Food

- Compare/contrast popular food restaurants in your area.
- Give advice about good and bad restaurants in Japan and what to order and drink. [Information-exchange]
- Lectures can concern fast food in Japan, how food has changed in the past century, and how menus are now written to reflect Western expressions.

Relaxing

- Compare ways of relaxing.
- A foreign friend is stressed out, and needs help. [Problem-solving]
- Lectures can concern traditional and modern ways of relaxing, including video games and "passive play" issue.

Movies

- Describe likes and dislikes concerning Japanese and foreign films.
- A foreigner invites you out to a horror movie. You discuss your preferences. [Integration]
- Lectures can be organized around themes of violent American movies, traditional Japanese movies, and problems with the movie industry in Japan.

Routines

- Compare the expectations, problems, duties, roles, and stress.
- A foreigner at the international centers says that Japanese are too busy.
- Discuss your schedule and why this is (or is not) true. [Information-exchange]
- Lectures can be organized around the issue of social expectations, and roles.
- Work related stress can be included.

Music

- Identify popular groups
- Give advice to an American about which music CDs his friends back home might enjoy. [Information-exchange]
- Lectures can be organized around how singers and groups have changed, differences among these artists and ones in other countries, and their influence on fashion in Japan.

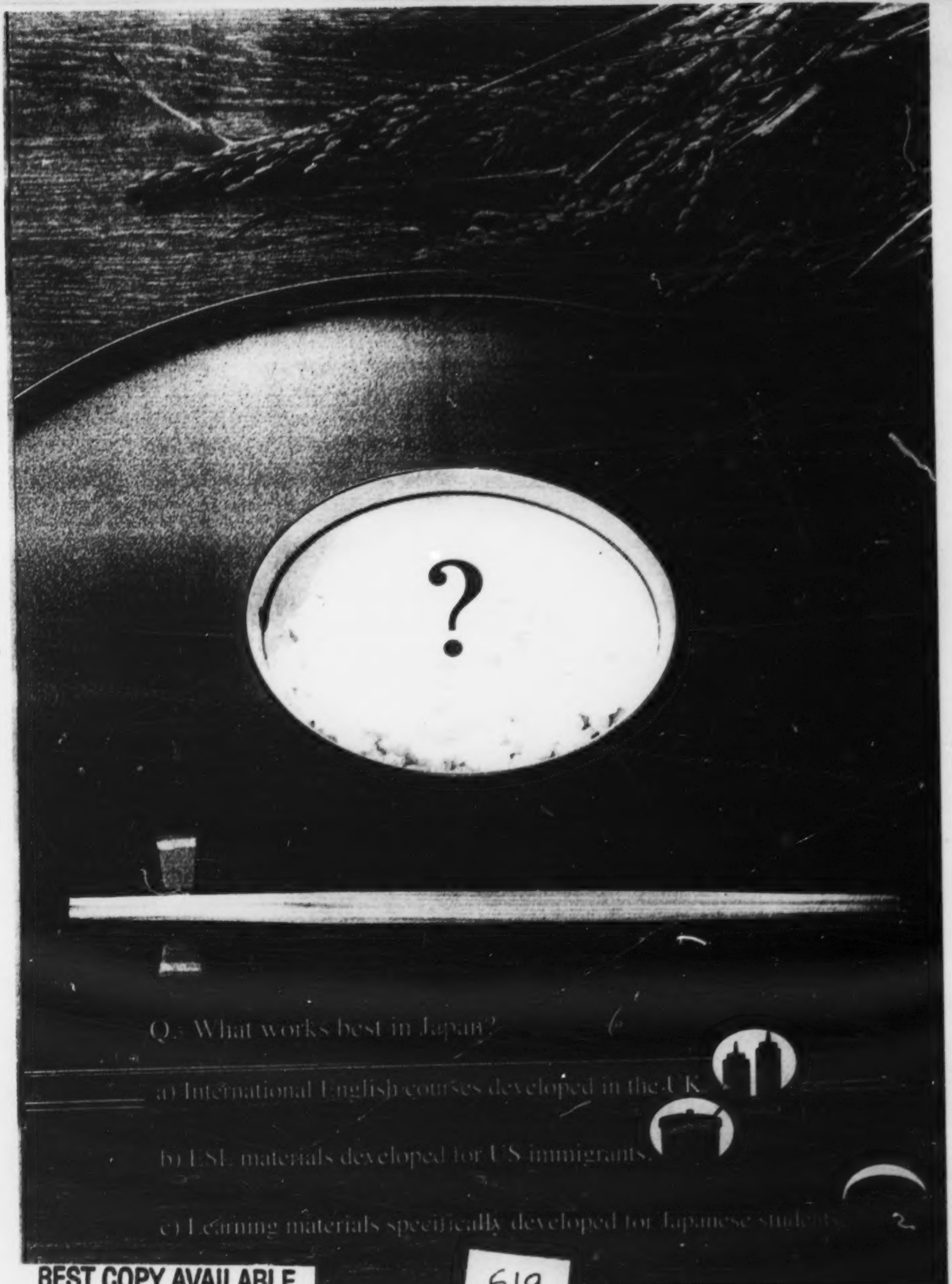
Dating and Marriage

- Point out acceptable behavior/roles
- Give advice to a new foreign friend about his or her Japanese boy/girlfriend. [Empowerment]
- Lectures can be organized around common problems in Japanese, and intercultural marriages; miscommunication between genders.

Appendix B. Technique called "Listening In"

DIRECTIONS: Read the following statements from various Japanese people and write down whether you accept or reject their ideas.

	Believe a lot	Believe a little	Don't Believe
1. Children should be left in day care right after birth.	[ ]	[ ]	[ ]
2. Men and women are equal so men should do 50% of the housework.	[ ]	[ ]	[ ]
3. Women are becoming too independent.	[ ]	[ ]	[ ]
4. Japanese mothers are teaching boys to be lazy and dependent.	[ ]	[ ]	[ ]
5. A woman's place is in the home. Tradition should be respected.	[ ]	[ ]	[ ]
6. By taking care of children, men will be nicer and kinder.	[ ]	[ ]	[ ]
7. Children need both parents: fathers should be home by 5.	[ ]	[ ]	[ ]
8. Men are useless at raising children. What can men 'teach' children?	[ ]	[ ]	[ ]
9. Men are too dependent on women. They should learn how to cook.	[ ]	[ ]	[ ]
10. Women like staying home, cooking and taking care of children.	[ ]	[ ]	[ ]


?
Q: What works best in Japan?
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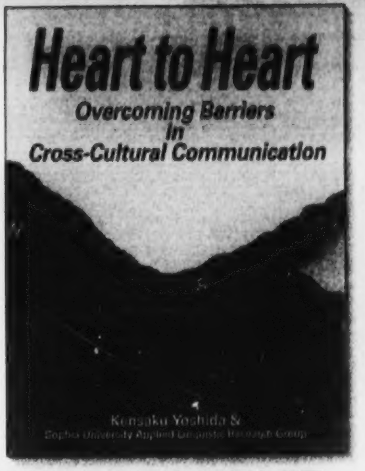
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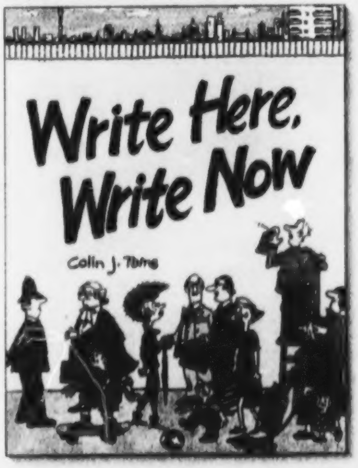
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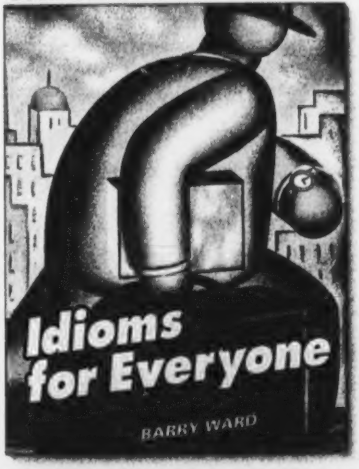
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The Role of Theory in ESL/EFL

Dale T. Griffee and Greta J. Gorsuch
Texas Tech University

"Theory" is an Unspoken Word among language teachers. Whenever a language learning theory comes up in conversation, fellow conversants heave a big sigh, roll their eyes, or pretend you haven't said anything. We believe there is a feeling among teachers that goes something like this: "Theory has nothing to do with me or my teaching. My teaching is what's real, and those researchers who make theories talk in terms that are not real. They can't know what my situation is, and they don't care." There is a strong sense on the part of teachers that teachers and researchers inhabit very different worlds.

Graves (1996) offers an alternative view of theory for teachers, citing Prabhu (p. 2) in defining "theory in the general sense" as "an abstraction that attempts to unite diverse and complex phenomena into a single principle or system of principles." Graves then defines what she calls "personal theory" as "a subjective understanding of one's [teachers'] practice...that provides coherence and direction" (p. 2). We believe what Graves and Prabhu are describing are the cognitive processes used by all human beings to make sense of their world.

In this paper, we would like to discuss (a) teacher attitudes which we believe account for the fact that theory has received slight attention in our field, (b) what we believe theory is, (c) why theory is absolutely necessary to teachers, (d) what blocks have to be dealt with for teachers to deal with theory, and (e) a way for the future.

Teacher Attitudes

Teacher attitudes towards theory are likely determined by three things: Their own educational experiences as learners, the type of training they received, and the general state of the profession. That teachers think and teach as they themselves have been taught is hardly new or surprising (Cohen & Spillane, 1992; Freeman & Richards, 1993; Kennedy, 1989; MacDonald & Rogan, 1990; Schmidt, Porter, Floden, Freeman, & Schwille, 1987). Lortie characterized our experiences as students as a long "apprenticeship" into teaching (1975, p. 61). As rich as this heritage is, it is also a shallow one. As students, we saw only what our teachers did. We did not know *why* they did what they did. We were not, as students, privy to our teachers' thought processes, and especially, our teachers' *theorizing* about their teaching. We do not have a template for the notion of theory from these early, powerful images of teaching.

Most current teacher training programs do not help us develop our notions of theory. Partly this is due to factors common to most pre-service teacher education. Many teacher training programs do not strongly link theory and practice (Zeichner, Tabachnik, & Densmore, 1987). This separation creates a situation in which student teachers learn the "hidden curriculum," a mass of unreflected-on beliefs which provides student teachers with images of teaching and learning. Would-be teachers learn early on that theory and practice are seen as two different things. Student teaching practice, if a program provides it, is not likely to break through this theory and practice separation (Heath & Stange, 1995) because such practice is focused on developing student teachers' skills "closely related to actual delivery of instruction in the classroom" (p. 15). Developing student teachers' notions of theory seems like a luxury in this situation, not a necessity.

In the EFL/ESL field specifically, most teacher training programs focus on linguistics and methods (Combs, 1989; Tedick & Walker, 1994). Teacher training course students may read research papers making use of theory in the form of a general survey, but do not partake in explicit discussions on the role of theory in teaching. As a result, would-be teachers do not develop their thinking about theory as it can relate to their own teaching practice.

Relative to the state of the profession in Japan, financial recession and changing demographics have affected educational institutions. The educational field in Japan is contracting (Koike & Tanaka, 1995). While there are still English conversation school jobs for holders of BA or BS degrees, having an MA is becoming necessary for getting a teaching position at a university or college. Holders of bachelor degrees are often untrained as teachers, and many holders of MA degrees are not deeply versed in the notion of theory. Those who are interested in theory and aspire to research degrees at the graduate level are penalized by their employers, particularly universities which are more intent on economic survival than faculty development. In one case, a female university instructor was ordered to quit her doctoral studies [personal communication, May 23, 1999].

Developing student teachers' notions of theory seems like a luxury

本論では、理論が英語教育の分野ではほとんど注目されていないことを教師の態度によって説明し、次に教師は理論とは何だと思っているのか、何故理論が教師に必要なのか、教師が理論を論じるために処理されなければならない問題は何なのかについて言及し、最後に将来への展望について論じる。

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Given such a background, it is not surprising that teachers are unfamiliar with the role of theory, and generally have negative attitudes towards discussions of theory.

What is Theory?

Theory is an explanation for what we observe happening around us. When a woman walks into her office building and sees construction workers and equipment tearing up the street, she notices it (an empirical observation). She may then talk to an office mate and ask him if he knows what is going on (forming a hypothesis). After a time, she may come to a conclusion based on a combination of her observations, colleagues' reports, reading from the newspaper, and listening to the TV news that the reason for the construction in the street is street repairs. This woman is a theory builder. She is engaged in an everyday human activity called "making sense of the world." She is creating theories.

In teaching, the pattern is the same. Our everyday observations come from the classroom, and we talk to colleagues about our concerns and do our own reading in the field. We do create theories, whether we think of them in those terms or not.

Why is Theory Necessary?

To paraphrase Kant, theory without data is empty, and data without theory are blind. It is the latter we are concerned with here. Data (our experience) without theory (our explanation for our experiences) only repeat themselves. Theory is helpful because it unifies and explains common experience, and allows teachers to go beyond common experience. Recently, one of us (Griffee) engaged in action research to change his teaching in a principled way. He noticed that his students seemed reluctant to ask questions in class. He hypothesized that his students did not know how to ask questions. Based on his reading on the topic, he also speculated (theorized) that student question-asking promotes the generation of comprehensible input by tailoring the input to fit the students. He created a time-series design to measure the effects of a model to teach students to ask questions.

> ***. . . theory without data is empty, and data without theory are blind.***

The results indicated that teaching the model nearly doubled the number of questions asked by his students. For years he had encouraged his students to ask questions with no results. He decided to articulate a hypothesis that explained student behavior and suggested a course of action. In investigating this hypothesis by trying a treatment and gathering data, he was able to move beyond simply repeating his experiences. In this instance, he was able to conjoin theory and empirical data to create a positive teaching strategy.

What are the Blocks?

We are moving from stage one (untrained teachers) to stage two (trained teachers). We hope this will set the scene for stage three (trained professionals). Teachers in stage one are unreceptive to discussions on theory because they do not see the necessity of the discussion. Teachers in stage two are receptive to discussion of theory because in their M.A. programs they have been exposed to research literature which sometimes explicitly discusses theory. When teachers are asked to do research, sometimes their attitude towards theory changes because they begin to see theory as a research tool.

What blocks teachers is that our training programs do not emphasize research. To become a profession, we must change our teacher training curricula to include research (see American Council on the Teaching of Foreign Languages, 1988; see also Tedick & Walker, 1995).

The Future: Paths We Can Take

Patton (1990, p. 150) lists and describes five types of research: basic, applied, summative, formative, and action research. Each type of research has a different purpose, appears in different venues, and is judged by different standards. The purpose of basic research is to articulate universal relationships; the purpose of applied research is to apply theory to the world of teaching and classrooms; the purpose of summative research is to evaluate a course, the purpose of formative research is to improve a program, and the purpose of action research is to solve a specific problem.

In our field "research" equals "applied research," which means quasi-experimental designs, experimental and control groups, statistical analyses, a search for causal relationships, and a strong inclination to embed the research in theory (Long, 1985). However, such research may be seen by teachers as not directly applicable to them.

But suppose each type of research listed by Patton implied a different kind of theory. Action research, also known as "teacher-centered research" or "classroom-centered research," may be tapping into what Graves would call the "personal theory" of teachers. Teachers have their own experiences and areas of concern. They also have theories, whether they refer to them in those terms or not. Action research applied by teachers to their own situations could transform teachers' teaching by causing teachers to explore their own theories and applying their observations to them. Perhaps what we teachers need to do is reorientate our thinking about who we are and what we do. The question is not "Do we need theory?" but "What kind of theory do we need?" Action research may be the vehicle to a conscious acceptance of theory on the part of classroom teachers. This type of theory would use the discourse and experience of teachers to create theory that is accessible and compelling to teachers.

Patton states that it is the purpose of research that determines which type is appropriate in a given situation, and that it is not always easy to tell them apart. In that sense, we are not advocating one type of research over another. But clearly teachers have been alienated from theory of the basic and applied variety. Nonetheless, we need theory in order to evolve as teachers, and as a profession. We must change our attitudes towards theory, and see it as something that we do as a matter of course (Legutke, 1994; Prabhu, 1992). We must begin to bring our observations to bear on our theories and the theories suggested by others.

Theory is only a tool. Teachers are central to the educational process and teacher intuition is the spark that lights the fire. But we need theory, or we will be forever wandering from tree to tree, saying "I know there is a forest here, but where is it?"

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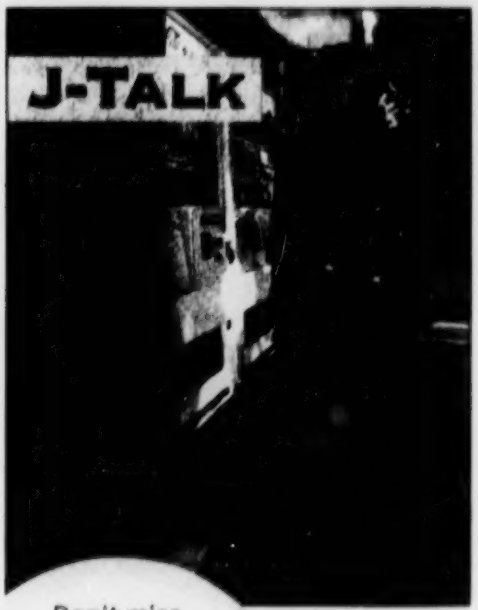

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For Human Dignity & Aligning Values with Activity

Tim Murphey, *Nanzan University*

In a recent interview, Tessa Woodward, the highly respected teacher-trainer and author-editor, says,

> I have some very strong beliefs about people and how people learn, and about what language is and how it is learnt. As a basis of those beliefs so my practice follows. If I take fundamental beliefs such as personal dignity in the teaching-learning encounter . . . , then my tactics and methods will flow from that and I will choose ways of working that harmonize with those beliefs. (p. 5)

This year is the 50th anniversary of my university. Our motto is "*Hominis Dignitati*" (For Human Dignity), based on the "belief that all human beings are created in the image of God and entrusted by God with responsibility for themselves, others and the world" (campus document). Although I am not a practicing Christian, I do find myself believing in my students' likeness to gods—that these human beings warrant the respect and awe traditionally associated with divine worship. At these times, I find I teach more effectively and create community. I also like the active agency implied by this belief, that we have the responsibility to do something actively to realize human dignity. I suspect that operationalizing this motto is at least one of the goals of our university's Institute for Religion and Culture, Institute for Social Ethics, and Human Relations Department. I wrote the piece below ("A Best Kept Secret") for a Swiss language teaching publication once and it speaks to these things in everyday teacher terms:

> A teacher I know works enormous hours, with difficult students, huge classes, poor materials, and grouchy administrators. Yet, she still has huge amounts of energy. Why?
>
> Well, she does tell people in passing part of her secret: "I love my classes." But people interpret "classes" as "subject," when what she actually means is, she's in love with her students.
>
> This isn't romantic love. It's like the love of a mother for her baby, or Spielberg for ET—a marveling at the wonder of another life grappling with its world, whether as literature, math, or the ABCs. Such teachers have the ability to stand back in class and look at a troublemaker, or the dunce of the class, and fall in love because the student is making an effort, or perhaps rebelling. And when a teacher feels this awe, this respect, it can't help but be communicated. It comes out of a teacher's pores, it's in their energy. And students feel it. Feel that somebody knows they exist, that maybe the subject isn't the most important thing in the classroom—they are. And then they want to work. The energy multiplies.
>
> I know it sounds kind of simple, but try it. Whadaya got to lose? You wanna love your classes? Fall in love with your students. Marvel with wonder, respect in awe.
>
> Without love the rest may still get taught; with it the rest may get learned. . . along with a whole lot of other things. (p. 35)

As in the above example, and as Tessa Woodward notes, behavior can naturally follow beliefs. But sometimes it can get sidetracked by other values, such as a good income, or loyalty to institutions despite their unethical practices. That's when we need to seek out our higher level values and draw guidance from them.

Being well-aligned with your values in your activities is how I interpret Clarke et al.'s (1999) "coherence": It means you walk your talk. Your beliefs are manifest in your behavior. The opposite is incoherence, or schizophrenetic behavior, in which our activities conflict with the values we hold. A teacher who says "Mistakes are OK" and yet emphasizes error correction in class is confusing students. When institutions ask teachers to act in ways that are inconsistent with their and their institution's professed goals, both can become schizophrenetically out of alignment. The mixed messages catch us in a double bind. We do battle within ourselves, and within our institutions.

This happens even in larger systems. Finland, for example, has wonderful social programs to help alcoholics and leads the field in alcohol-related therapies. However, the government also has a monopoly on the sale of alcohol and likes to make money. As a result, in Finland you may see two government billboards side by side, one urging you to drink more, and the other not to drink too much. The Finns are caught in a double bind.

In Japan, the Monbusho tells high school teachers to teach oral communication, and yet their entrance exams do not reflect this change. Teachers are caught in the midst of confusing messages. Do we do what the Monbusho says or do we do our best to get our students into college? When institutions simply use the rhetoric of values without acting upon them, then they engender schizophrenetic activities that confuse practitioners with mixed messages and restrain human development. Systems theory provides us one way of becoming aware of these many messages and of noticing how they can create double binds and confusion.

Opinions & Perspectives, cont'd on p. 45.

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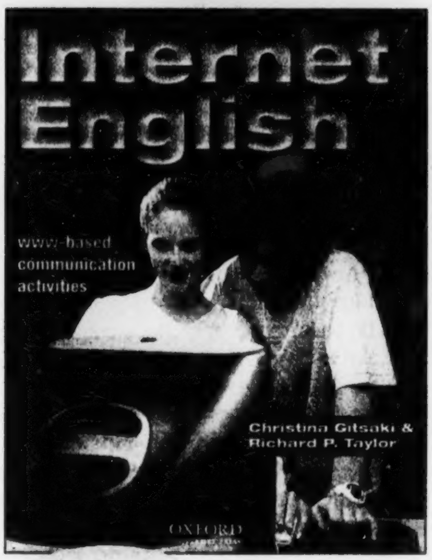
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Michelle Nagashima, *TC-SIG Newsletter Editor*

At home, past 2 am, a teacher is still burning the midnight oil coloring, cutting and pasting pictures to cards. At lunchtime, between mouthfuls, the same teacher is putting together a classroom display for a thematic unit. And on weekends, our teacher is tackling the responsibilities assumed by volunteering for the Teaching Children SIG.

There are many teachers in JALT who work in secondary and tertiary institutes. They are usually the ones who write the papers we read in *The Language Teacher*. Working away just as hard at the elementary level and below are the dedicated teachers of children. You don't often hear from these teachers, but we are here, and we have a very strong presence!

The Teaching Children SIG was started in 1996 by a few JALT members who believed that we teachers of children needed a forum of our own. It is composed of very active and enthusiastic SIG members and subscribers, and it is supported in its activities by JALT's Chapters and Associate Members. Over the years, the TC-SIG has grown to over 150 JALT members. The 5-member Program Team is working to bring first-time presenters to JALT Chapters and collaborating with other SIGs and Chapters to produce local and regional mini-conferences.

Our SIG produces the quarterly *TLC* (*Teachers Learning with Children*), its extremely popular newsletter. A team of over 20 work diligently to bring readers a quality newsletter offering feature articles, regular columns, practical classroom games and activities, materials for review, reviews of books and events, a comprehensive calendar of events throughout Japan, a column for teachers wishing to further their education, and JALT news. The TC-SIG also sponsors its own email discussion forum for teachers to post their questions, views, and ideas. For more information on the Teaching Children SIG, contact our membership chair, Jeff Hollar at jahollar@hotmail.com.

昼夜を問わず教えることに情熱を傾け、授業の準備に励み、週末には児童教育部会の活動に一生懸命な教師がいます。JALT会員の多くは高校や大学で教鞭をとっており、The Language Teacherに掲載される記事のほとんどもこれら教師によるものです。しかし、小学校レベルで同様に熱心に子供たちを教える教師達がいます。これら児童教師の声を聞くことは少ないかもしれませんが、私達もJALTの一部として存在しています。

児童教育部会は、児童を相手にする教師独自のフォーラムの必要性を感じる数人のJALT会員によって1996年に発足され、現在ではとても活発で熱心な部会会員や会報購読者からなり、その活動はJALT地方支部や賛助会員によって支えられております。

児童教育部会が成長するにつれ、会員数も増加しております。5人からなる企画役員チームは初めて講演を行う会員を地方支部に紹介し、他部会や支部との共催によるミニ会合の企画も行っております。今年は6月に大阪で開催された会合「From Cradle to College」に参加し、今後東京及び大阪で開催される会合にも参加する予定です。また、20名以上の製作チームにより年4回発行される当部会の会報「Teachers Learning with Children」も大変好評をいただいております。会報TLCでは毎号、特集、連載コラム、実用的なゲームやアクティビティー案、教材試用、イベント参加記、全国の会合予定を集めたカレンダー、教師教育コラム等を掲載しております。

また、部会では教師の質問や意見を交換する場としてEメールでのフォーラムも運営しております。

取り組むべき事柄はいくらでもあり、我々のスケジュールも手一杯の状態ですが、多くの児童教師が当部会の成功のために絶え間なく時間と努力を費やして参りました。JALT99ではぜひ児童教育部会主催の講演にお越し頂き、当部会のテーブルにお立ち寄りくださることを願っております。児童教育部会に関する詳細につきましては、会員担当役員Jeff Hollar（連絡先は英文参照）までご連絡ください。

Translated by Tom Merner,
TC SIG Newsletter Editor

This column celebrates JALT's many varied and vibrant chapters and SIGs. The co-editors, Joyce Cunningham and Miyao Mariko, encourage 800-850 word reports (in English, Japanese, or a combination of both).

My Share—Live! at JALT99 in Gunma

Packing your bag for the conference? Don't forget those 50 copies of that favorite lesson/activity that you created. Swap them at "My Share—Live!" for the great ideas of other sharing teachers. More info from john-d@sano-c.ac.jp or phone (0283)22-1346 evenings.

Reader's Theater

Diane L. Massey

Fujimura Girls' Junior and Senior High School

Reader's Theater challenges your students to create and perform a short skit based on a student-selected text. This is an excellent activity for classes using literature groups or extensive reading. Reader's Theater requires a small group of students all working with the same text. This text could be an excerpt from a novel, a graded reader, a short story, or a textbook. The text should be selected by the students and should include an even mix of dialog and narrative.

The purpose

The main purpose for Reader's Theater is not for students to improve memorization or pronunciation skills. Instead, Reader's Theater focuses students on key events in a plot, the purpose underlying an author's writing, and the dramatic emotions and actions of the characters. Your students interpret a text, first by recreating it in a condensed form, and then by dramatizing the actions and emotions within the text.

The process

In Reader's Theater, students work in small teams of four to six people. Each team is responsible for (a) choosing a text that describes a scene or event, (b) determining how many characters and narrators there are in the scene, (c) writing a script of the text, (d) practicing their script and adding Reader's Theater gestures to enhance the drama, and (e) performing the scene in front of the class. Two ground rules for script writing are (a) there should be one narrator for each character; and (b) students may delete words from the text, but may never add words to the text.

The steps of writing a Reader's Theater script are

1. Note the main events of the text.
2. Determine the author's purpose.
3. Identify the most important words the author wrote.
4. Delete the words that are not crucial to the story's progression or outcome.

Condensing a text into a script is as much about writing as it is about reading: Each Reader's Theater group will want their script to remain true to the full version of the story, and thus will have to pay close attention to the writing process. The final stage of creating a Reader's Theater script focuses on identifying and adding appropriate gestures and emotions to the reading of the script. This stage of practicing and acting out the script, using drama to reach an audience, arguably brings authenticity to the students' speaking. Students performing a Reader's Theater script enter into the text at a personal level as they assume roles of characters and narrators. Again, the objective is not to memorize the script (though that might occur at some level); the objective is to make a text more real or authentic for your class, through their creative interpretation of it.

Demonstrating the activity to students

The Appendix gives a sample Reader's Theater script. The script is adapted from "Little Things" by Raymond Carter, a poignant short story perfect for demonstrating Reader's Theater scripting. You might want to write your own sample script based on a reading or a book used in class.

Before class, make copies of your script (one for each speaking part) and give them to some student volunteers to practice. Encourage these students to think of good gestures and emotions to add to the script. As a part of your explanation of the activity to the class, these students will demonstrate reading the script. Make it clear to them that they should not memorize the script.

During class, provide handouts of the sample script, and also provide the original text of the short story to the students. Explain the purpose and process of Reader's Theater according to the steps described above. Have the volunteers perform the script for the class. Discuss what happened in the story. Then, have students compare the original story with the script, bringing attention to those phrases deleted as well as kept. Ask the class how they might change the script further by adding or deleting more of the author's words. Model this on the board.

Tips on finishing the project

After students choose their own texts to script, give them time in class to write and practice. Seeing teams caught up in the creative process will motivate other teams in their own writing and acting, and you, as the teacher, will be able to monitor the development of your students' projects. Encourage students away from using props and costumes; instead, focus them on motion and expression to tell their story. For the performance itself, have teams place their narrators next to the "stage" rather than on it, so that the characters have more range for movement and are obviously separate from the narrators. Students should not be given time to memorize their scripts as this is not the purpose of this activity. However, they should hold their scripts well below their faces during the performance, so that the audience can appreciate all of their expressions and gestures.

Conclusion

Reader's Theater is an entertaining way to literally bring a text to life. It encourages students to interact with their text at a personal level. Reader's Theater also compliments extensive reading projects and literature studies courses: It offers an energetic approach to students demonstrating their knowledge of literary elements such as plot, character, and purpose.

Quick Guide
Key Words: Reading, Literature
Learner English Level: Intermediate to Advanced
Learner Maturity Level: High School to Adult
Preparation Time: 5 minutes to copy sample script
Activity Time: 90 to 120 minutes

Appendix: Sample script

Copies may be made for classroom use.

"Little Things"

by Raymond Carver

Characters
M = Man
W = Woman

Narrators
N1 = Narrator 1 (for Man)
N2 = Narrator 2 (for Woman)

N1: He was in the bedroom pushing clothes into a suitcase when
N2: She came to the door.
W: I'm glad you're leaving! I'm glad you're leaving!
N1: He kept putting things into the suitcase.
W: Son of a bitch! I'm so glad you're leaving!
N2: She began to cry.
N1: He looked at her.
N2: She wiped her eyes and stared at him.
W: Just get your things and get out.
N1: He did not answer. He fastened his suit case, put on his coat, and looked around the bedroom.
N2: She stood in the doorway, holding the baby.
M: I want the baby.
W: Are you crazy?
M: No, but I want the baby.
W: You're not touching this baby!
M: I want the baby.
W: Get out of here!
N2: She turned and tried to hold the baby over in a corner,
N1: but he reached across and tightened his hands on the baby.
M: Let go of him.
W: Get away, get away!
N1: He held on to the baby and pushed with all his weight.
M: Let go of him.
W: Don't. You're hurting the baby.
M: I'm not hurting the baby.
N1: He gripped the screaming baby up under an arm near the shoulder.
N2: She felt the baby going from her.
W: No!
N2: She grabbed for the baby's other arm. She caught the baby around the wrist and leaned back,
N1: but he would not let go. He pulled back very hard.
N1 and N2: The issue was decided.

Making Customized Board Games in the Conversation Class

Michael Furmanovsky and Penny Sugihara
Ryukoku University

EFL board game activities typically ask participants to throw a die or toss a coin, and then move a counter to a square containing a set of instructions that usually involve speaking. Both teachers and students enjoy these games, no doubt because they resemble familiar children's games such as "Snakes and Ladders," "Monopoly," etc. This activity describes how students can design and then play their own board games. Designing an interesting or effective board game is an absorbing activity and one which takes considerable imagination. For teachers, the design process is a good opportunity to engage those students who have a visual learning style.

Procedure

1. Distribute a variety of textbooks which contain board game activities to students in pairs or small groups. Give each group a die. Students should play the board game for ten to fifteen minutes and then change textbooks with another group, so that they eventually play two or three games.
2. Generate a list of common themes of the games. Typically these include (a) past experiences; (b) hobbies, favorites, or enjoyable activities; (c) daily lifestyle and habits; (e) family and friends; (e) future plans; and (f) personal opinions and values.
3. Generate a list of common approaches to the activities in the games. Typically these include (a) answering a factual question; (b) expressing an opinion; (c) practicing a function such as suggesting, inviting, or describing; (d) talking for thirty to sixty seconds about a particular subject or past experience; (e) finishing a sentence; and (f) unscrambling a word or phrase.
4. Emphasize the need for simple rules and draw attention to the ways in which these rules are explained in the sample board games. For example, look at a variety of games which use either a die or a coin to decide which is appropriate for different situations. (The main factor will be the extent to which the questions asked are subjective or objective: If the questions are objective and have only one answer, then it is better if fewer students land on that spot, and a die is probably preferable; however, personal or subjective questions are more interesting if several students address them, so in this case a coin might be the better choice.) Other possible problems with rules can be addressed when students test their own games with one or two partners.
5. Draw attention to the physical design of the games. Typically these consist of squares or circles containing text or small pictures, leading to some kind of target or finishing point. Point out that there are many other possible shapes and designs which could depend on the theme chosen.
6. Ask students to form pairs and explain that they must now design their own board game with an original theme. These will be played by other groups at a future date. Two to three weeks preparation is usually necessary, depending on how much class time is allocated by the teacher.
7. Generate a list of possible topics for student-designed board games. Topics should not be too narrow or specific. Possibilities are Part-time Jobs, Past or Future Trips, Professional Sports, Music and Film, Family and Friends, High School Memories, Food and Restaurants, etc. To this list could be added a few topics that pertain to the students' common situation such as Classes at University, the University Festival, Local Restaurants, Popular Places in Town, etc.
8. Ask groups to choose a topic and write down as much vocabulary relating to the topic as possible. They should then write a few possible questions based on the ideas generated above. (Questions should not be answerable in one word.) Ask them to consider some possible design ideas. Examples from previous classes have included (a) a soccer ball design with sports questions written in the white segments of the black and white ball; (b) a map of Japan, made up of squares, with a domestic travel theme; and (c) a CD with questions about popular music written in concentric circles. There are, of course, innumerable possibilities.
9. Student pairs make a first draft of the game for homework. An effort should be made to include examples of all the types of approaches listed above (point #3) and to develop an original design. This first draft, which ideally should be done on a computer using a simple draw program, should be brought to class so that students can be given a chance to see the work of other groups. Additional class time should be allocated to put the final touches on the game and to practice with one or two other students in order to iron out potential problems.
10. On the day of the activity, two pairs join together to play their two games. During this time problems and mistakes, such as obscure or simplistic questions can be identified and corrected if necessary. After the corrections are made, the games can be randomly distributed among the groups. Towards

the end of the class, a few minutes can be allocated for students to talk to the designers of the games.

Customizing board games can be an effective way of giving students a chance to incorporate their own interests and lifestyles into a classroom activity. At their best, such games introduce new vocabulary and structures while still allowing for practice of language and functions that have been introduced in class. In addition, the process of making a board game promotes analytical thinking and creativity, since students must break down the components of a model textbook board game and adapt it to suit their thinking and interests. And, of course, once completed, students will be better equipped to see the textbook for what it is, a combination of a resource tool and a springboard for communication, which can be adapted and reshaped to suit their needs.

Quick Guide
Key Words: Speaking, Materials Design
Learner English Level: Lower Intermediate and higher
Learner Maturity Level: High School and older
Preparation Time: Student homework—time varies
Activity Time: 1 class period to introduce the project, and 1 to play the completed games

Opinions & Perspectives, cont'd from p. 39.

Coherently living our values in the classroom can provide students with an optimal environment to show they are god-like. Coherence in institutions reaches out for and develops our "human dignity" and offers us opportunities for expanding our personal development. Acting upon these higher values can enrich our daily activities with passionate intent and purpose.

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学生に愛を持って接すれば、教師のティーチングは向上するであろう。さらに、行動と信念の矛盾に悩むとき、基本的な価値観にたちかえることが必要である。そうすれば、矛盾の中でとるべき正しい道が明白に見えてくるであろう。

Advertiser Index

IFC = inside front cover.
IBC = inside back cover
OBC = outside back cover

Cambridge University Press	2, 4, 6, 65
Chicago University	66
C.I.E.E.	10
EFL Press	16, 18, 20
Macmillan	Center
Nellie's	28, 30
Nichigai Associate	64
Oxford University Press	38, 40
Pearson Longman	IFC, 32
Pearson PHJ	IBC, 48, 52, 56
Pearson	OBC
Pro-Nunciation	37
Salazar Tax Consultancy	27
Seido	58, 60
The English Resource	62

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Book Reviews

edited by katharine isbell & oda masaki

Wordflo. Steve Smith and Jacqueline Smith. Essex, England: Addison Wesley Longman Ltd., 1997. ¥2,900. ISBN: 0-582-32887-X.

Wordflo is the kind of book that language teachers love. It is a language organizer for students that promotes learner independence. Its stated aim is to get students to examine their own learning style and to experiment with new ones. Based on research in cognitive psychology which claims learners better retain information they write down and organize, *Wordflo* introduces learners to a variety of organizational strategies so that they may identify those most effective for their personal learning. Learners are encouraged to organize information in ways that are relevant to them and that relate to their lives. The way *Wordflo* does this is through the use of what it calls data systems, which are "formats for learners to record, categorise and analyse the new language they encounter" (Teacher's Guide, no page number).

The nifty *Wordflo* binder, half the size of an A4 page, is divided into Personal, Notes, Learning Techniques, Vocabulary, Useful Phrases, Grammar, and Self Correction sections. Each section is marked with handy tabs, and within each section are numerous subsections, features, and data systems. For example, the Vocabulary section consists of Word-Building, Word Combinations, and Dictionary Skills subsections. The Word Combination section is further divided into three data systems: phrasal verbs, power verbs, and word partners. Students use the system by first jotting down new language in the Notes section. They then transfer it to the data system that will best help them work with and learn the new language.

While designed to be used autonomously by learners, *Wordflo* comes with an extensive Teacher's Guide which recommends that instructors spend time introducing the system to the students as well as monitoring the students' use of *Wordflo* over time. It contains teaching and activity suggestions for each section and vocabulary and grammar game banks. However, the Guide cautions that *Wordflo* is not a text that can be completed in "one lesson, or one week, or even one month" (no page number). It is intended to grow with the learner.

So far, so good. The book looks great and the rationale behind it seems sound, but how user-friendly is it? To find out, I gave *Wordflo* to one of my more conscientious and motivated intermediate-level students. Chizuru agreed to meet regularly to discuss her impressions of *Wordflo* as she worked with selected sections in the final two months of the semester.

In short, Chizuru enjoyed working through some of the preliminary activities such as the quiz designed to reveal a student's prominent learning style. She especially liked the Useful Phrases data system since it eventually becomes a personalized phrase book. She works at a major tourist center and wants to increase her knowledge of tourist-related language. She appreciated the Dictionary data system since it gave her a place to record the new vocabulary she was often overwhelmed by in her classes. She said she could review the words when she transferred them to the dictionary, and she felt this helped her learn the new words faster—precisely the intent of *Wordflo*. In our final meeting, she concluded that she would continue to work with the book because she believed it had helped her language learning.

After this initial experience, I intend to continue working with *Wordflo*, too. Between its covers, it does have something for everyone. While not appropriate as a stand-alone course text, *Wordflo* would work extremely well in conjunction with content-based or EAP classes of intermediate-level students and higher. In addition, a language teacher must expect to spend considerable time and energy to help students realize benefits from this book.

Reviewed by Katharine Isbell
Miyazaki International College

Oxford Bookworms Factfiles: Ireland. Tim Vicary. Oxford: Oxford University Press, 1998. pp. 22. ¥580. ISBN: 0-19-422866-5.

Ireland, an addition to the Oxford Bookworms Factfiles series of simplified readers, is a brave attempt to condense the complex history and culture of Ireland into a very slim volume. The Factfiles series is designed for readers of English as a second language, and the content is explained using a restricted vocabulary of 700 headwords. Each of the 10 units has a short reading of about 200 words which is well supported by excellent colour photographs. The back of the book contains some exercises and a glossary.

Units 1 and 10 are an introduction and conclusion respectively to the book's theme of Ireland as a "strange and interesting country" (p. 1), where political violence coexists with a rich culture. The book gives a brief introduction to the country's geographical features, the city of Dublin, and Irish literature and music, but the main focus is on Irish history. Unit 3 describes St. Patrick and Irish Christianity but glosses over the influence of the Celts and Vikings rather unsatisfactorily in a few lines. The history from the coming of the Normans in 1170 until independence in 1921 is better summarized in units 4 to 6. This focus on history leads naturally into the causes and nature of the Northern Ireland conflict in Unit 7.

Ireland can be easily used in various teaching situations. The simple sentence structure and limited vocabulary are suitable for reading classes in high school or discussion classes at universities or language schools. One drawback of using a brief book like this in language classes is the inevitable oversimplification of complex issues. For Irish culture classes, the book will need to be supplemented extensively, but in literature courses, the book could be very useful in explaining the deep influences of history and culture on Irish writers.

The two-page exercise section at the back of the book is helpful in testing or reviewing the material. It consists of a few factual questions, some language practice, and a small number of ideas for activities and projects. One activity suggests a role-play between a Catholic Nationalist who wants the British to leave Northern Ireland and a Protestant Unionist who wants them to stay. If students recreate the heat of the actual peace talks, then the classroom could become a dangerous place. Luckily, our students will probably not be burdened with 800 years of history and take 30 years to come to the negotiation table. The glossary at the back of the book defines some surprisingly simple words such as *post office*, *welcome*, and *history*. I felt it would have been more useful to have a glossary of the names from the text. A timeline of Irish history and a map of Ireland's position within Europe would also have been useful additions.

Despite the brevity of the book, it offers a reasonably balanced introduction to Ireland that can be used in language, literature, or culture courses. In *Ireland*, Vicary has not really managed to show that Ireland is "a strange and interesting country," but it may be enough to encourage students to find out more about this charming and fascinating place.

Reviewed by Brian Cullen
Aichi Prefectural University

Teacher's Voices 3: Teaching Critical Literacy. Anne Burns and Susan Hood, Editors. Sydney, Australia: Macquarie University, 1998. pp. 68. AUD $29.95. ISBN: 1-86408-307 7.

Teacher's Voices 3 is the third volume in the Teacher's Voices series relating teachers' personal experiences of classroom-based action research. The research documented is from a special project undertaken through the National Centre for English Language Teaching and Research (NCELTR) at Macquarie University in Sydney, Australia. The format of this third volume differs from the previous volumes in that the research and suggestions for classroom application are now in separate sections.

The focus of action research is for teachers to solve specific problems in the classroom by themselves (Nunan, 1992) or, more to the point, to improve teaching and facilitate learning by focusing on problems through a systematic approach (Hadley, 1997). This text focuses on the problem of how to teach critical literacy in the classroom. It is divided into two sections: section one comprises background articles by each of the editors, and section two provides detailed accounts of six classroom research projects on teaching critical literacy.

In her opening paper, Anne Burns focuses on the theory behind action research and how to put it into practice. She believes that action research should not only be for professional development and personal growth, but also for networking and collaborating with other teachers. (She expands on these ideas in the recently published *Collaborative Action Research for English Language Teachers* [1999]). Susan Hood's paper examines the meaning of critical literacy and its position in the context of other reading strategies such as the schema theories.

The accounts of the projects are provided by English teachers participating in the Adult Migrant English Program in South Australia. They are organised in order of the level of English of the classes from beginner to advanced. Critical literacy was either the main feature or part of the class goal in each of the projects. The literature selected by each class centred on cross-cultural issues in Australia and ranged from fables to newspaper articles. Classroom activities included identifying the speaker or writer, questioning the content, and identifying the audience. Each of the research projects conforms to a standardised format comprising the research framework, the activities carried out, reflections by the teachers on their research, discussion tasks, and classroom tasks for the reader.

The text includes a wide selection of material and example worksheets for developing learners' critical skills, which can easily be adapted for both classroom activities and classroom research. The most interesting parts of the research are the teachers' reflections and suggestions for further research. The reflections include evaluation of the material selected, the appropriateness of the activities, and whether the goal of critical literacy had been achieved. The suggestions highlight the successful aspects of the research and identify ways of improving on the less successful ones.

This book is an invaluable text for any teacher involved in teaching critical literacy, whether as the main theme or as an element thereof. The question, "What is critical literacy?" and "How do we teach it?" are thoroughly explored without being prescriptive. The projects are clearly written, and the fixed format used for describing the projects makes it readily accessible..

Reviewed by Caroline Bertorelli
FIA Language Training

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Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of October. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

Burke, D., & Harrington, D. (1998). *Street talk: Essential American slang & idioms* (student's). Studio City: Caslon Books.

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Pronunciation

Hewings, M., & Goldstein, S. (1998). *Pronunciation plus: Practice through interaction* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

Reading

*Roberts, P. (1999). *Cambridge first certificate: Reading* (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

Vocabulary

*McCarthy, M., & O'Dell, F. (1999). *English vocabulary in use: Elementary*. Cambridge: Cambridge University Press.

*Redman, S., & Shaw, E. (1999). *Vocabulary in use intermediate: Self-study reference and practice for students of North American English*. Cambridge: Cambridge University Press.

Writing

*MacAndrew, R., & Lawday, C. (1999). *Cambridge first certificate: Writing* (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

For Teachers

*Bachman, L., & Cohen, A. (1998). *Interfaces between second language acquisition and language testing research*. Cambridge: Cambridge University Press.

Davis, P., Garside, B., & Rinvolucri, M. (1998). *Ways of doing: Students explore their everyday and classroom practices*. Cambridge: Cambridge University Press.

*Gardener, D., & Miller, L. (1999). *Establishing self-access: From theory to practice*. Cambridge: Cambridge University Press.

Sanderson, P. (1999). *Using newspapers in the classroom*. Cambridge: Cambridge University Press.

JALT News

edited by thom simmons

Budget News

In the past, JALT budgets for the April–March fiscal year have been drawn up at the first Executive Board Meeting of the calendar year. To meet the requirements of the new Non-Profit Organization Law, however, a draft budget for the *coming* fiscal year must be presented to the JALT Annual General Meeting, this year at JALT99 in Maebashi. For general information and a basis of comparison, here is an overview of the *past* (April 1999—March 2000) budget as approved at the January 1999 Executive Board Meeting.

Revenues	
Membership Dues	40,687,000
SIG dues	*
Sales and Services	1,012,881
Other Receipts	456,000
Publication Receipts	14,735,000
Conference and Programs	37,412,000
TOTAL	94,302,881
Expenditures	
Chapter Grants	11,958,142
SIG Grants	700,000
Other Grants	825,000
Meetings	2,900,000
Administration JCP/National Officers	30,728,000
Other	3,047,739
Publications	18,841,000
Conference	24,503,000
TOTAL	93,502,881
GAIN/LOSS	+800,000

*SIG dues are not entered as revenue because they are not calculated in the SIG Grant expenditure listed here. The actually distributed grant includes the SIG dues, of course.

JALT99

compiled by dennis woolbright

Flash!
Do you know the latest organizations to contribute to our JALT99 conference?

- The U.S. Embassy: first-time grant sponsoring Anna Uhl Chamot.
- Pilgrims and Cambridge University Press: Main speaker, Mario Rinvolucri, also Sheltered English Workshop speaker for the 6:15-7:00 slot on Sunday in room 502.
- The British Council: Dick Allwright.
- Canadian Airlines: Elizabeth Gatbonton's transportation to JALT99.
- The Japan Foundation: Christianty Nur, JALT Asian scholar.

JALT99 has been blessed with an outpouring of support from many sources and we wish to express our heartfelt thanks to all those who have supported JALT financially, as well as those who have given support in other ways.

速報!
JALT99 conferenceへ新しくいくつかの組織が後援を申し出てくださいました。これまでにも様々な方々からの後援をいただきました。この場をお借りし、深く感謝の念を捧げたいと思います。

Featured Speaker Workshops

Friday October 8

Start JALT99 from the beginning and take part in one or two featured speaker workshops. Each workshop is three hours long and limited to 35 people.

JALT99はfeatured speaker workshopsで始まります。それぞれのワークショップは3時間、定員35名です。

Terry Shortall, Birmingham University
The Sequencing of Grammatical Items in Coursebooks
Sponsored by David English House

Low-level learners should be presented with prototypical items of language, with a gradual movement towards more real and more authenic examples as proficiency increases.

低いレベルの学習者に対しては、プロトタイプの言語事例から始め、レベルが上がるにつれて、より本物に近く、自然な例に次第に移行していくべきであることを提案します。

Steve Mann, Aston University
The Search In Research: Articulation & Cooperation
Sponsored by Aston University

Ways of working cooperatively with other teachers, especially in beginning a process of action research: how to articulate ideas and develop them into action cooperatively.

特にアクションリサーチを開始する場合に、教師同士がどのように協力し合えるかを示します。また、教師間でアイデアを出し合い、それを行動へとつなぐために、いかに協力し合えるかについても考えます。

Christopher Candlin & Ken Koebke
City University of Hong Kong
Designing Tasks For Language Learning
Sponsored by MacMillan Language House

The speakers' firsthand research and practice will enable participants to evaluate and contribute to guidelines for designing and evaluating language learning tasks.

発表者自身が行ったリサーチとその教授実践は、言語学習のタスクをデザインし、評価するためのガイドラインに対して、参加者の認識を高めることができるでしょう。

Andy Curtis, Hong Kong Polytechnic University
Connecting Hands, Head and Heart Through Action Research and Portfolio Creating
Sponsored by Teacher Ed & West Tokyo Chapter

Carrying out action research and creating teaching portfolios: two ways of making connections between what we do—our hands, how we think about and reflect on what we do—our heads, and how we feel about who we are as teacher practitioners—our hearts.

私たちが実際に手を下して何をするのか（手）、私たちが自分の行動を頭でどう考え内省するのか（頭）、教師としての自分をどう思うのか（心）。このワークショップでは、これら手、頭、心を結びつける二つの方法、アクションリサーチとポートフォリオ制作について考察します。

Michael McCarthy, Nottingham University
Creating Discourse-based Grammar Materials
Sponsored by Cambridge University Press

Creating effective materials with "discourse grammar." Participants will critique existing materials before trying their hands at producing their own.

「談話文法」にフォーカスをおいた、効果的な教材の開発です。参加者はまず、現存の教材を批評し、それから自分たち自身での制作を試みます。

Richard Day, University of Hawaii
Developing Comprehension Questions
Sponsored by Addison Wesley Longman

Designing questions to help students understand a text and work actively to make sense of it.

このワークショップでは、学生のテキストの理解を高め、テキストを理解する過程において、積極的に考えることに役立つ質問の作り方に焦点を置きます。

Kensaku Yoshida, Sophia University
From Interpersonal To Intercultural Communication
Sponsored by Oxford University Press

The Assessment Model of intercultural communication, and examples of classroom exercises: Intercultural communication starts interpersonally, regardless of the interactants' cultural backgrounds. Interactants must be willing to adjust their viewpoints to resolve communication problems.

異文化間コミュニケーション評価モデルと、教室における実際の練習の例を紹介します。コミュニケーションにおける問題に対しては、そのコミュニケーションの参加者がお互いに納得のいく解決に至るよう、進んで各自の意見を調節することが必要です。

Robert Homan, International Christian University,
& **Chris Poel**, Musashi Institute of Technology
Applying Cooperative Learning To EFL Materials
Sponsored by MacMillan Language House

Several cooperative learning techniques and how they can be used in a variety of classroom situations; social aspects of cooperative groupwork and adapting materials for cooperative learning.

このワークショップでは、共同学習のいくつかのテクニックを紹介し、様々な教室環境におけるそれらの利用方法を説明し、そして、グループワークによる共同学習の社会的側面と共同学習のための教材の改訂を検討します。

H. Douglas Brown, San Francisco State University
Teachers As Collaborators:
What Can We Learn From Each Other?
Sponsored by Prentice-Hall Regents

This workshop will first look at forms of collaboration (including peer coaching, team teaching, classroom "action" research, curriculum revision, and assessment) by reviewing a number of collaborative projects the presenter has been engaged in.

このワークショップでは、発表者が携わってきた、数々の協同プロジェクトを振り返ることによって相互指導、ティームティーチング、教室におけるアクションリサーチ、カリキュラム改訂、評価などを含む様々な協力の形を考察します。

Susan Steinbach
University of California at Davis
Culturally Speaking:
Bowling, Basketball And Rugby
Sponsored by Video and CUE Sig

Sports metaphors can describe three major conversational styles found around the globe based upon research by Deborah Tannen.

スポーツの暗喩を使って、発表者はデボラ・タナンのリサーチに基づき、世界で使われている三つの主な会話のスタイルを説明します。

Chuck Sandy, Chubu University
Learning to See—The Power of Peer-observation
Sponsored by Cambridge University Press

Participants at this workshop should leave it feeling better equipped to benefit from more focused peer-observations of other teachers.

このワークショップに参加した人々は、教師の、まとをしぼった相互観察の利点について、より深い理解を得たと感じることになるでしょう。

David Nunan, The University of Hong Kong and
Newport Asia Pacific University
Teacher Research In The EFL Context
Sponsored by International Thompson

Teacher research: what it is, what characteristics it shares with other kinds of research, and what makes it unique.

「教師のリサーチ」とは、いったいどんなものなのか、その特徴のどんなところが他の種類のリサーチと同様なのか、また何がこの種のリサーチを他に類を見ないものとしているのかを説明し、彼なりの解釈を提示します。

Bulletin Board

edited by david dycus & kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form.

Call for Papers: *FLEAT IV Conference in Kobe*—The 4th International Conference on Foreign Language Education and Technology (FLEAT IV) will be held at the Kobe Bay Sheraton Hotel, Ashigei Rokko Island College, and Rokko Island Center (RIC), Kobe, Japan, from July 29 to August 1, 2000. The theme is "Language Learning and Multimedia: Bridging Humanity and Technology."

FLEAT IV is currently inviting proposals for papers for oral or poster sessions. Presentations are to be in either English or Japanese. Presentation time is 30 minutes for an oral session, including 10 minutes of discussion, and 2 hours for a poster session. Those interested should send an abstract in English (not Japanese) of about 500 words. **Abstracts should be sent *via email* to fleatproposal@kuins.ac.jp.**

Accompanying the abstract, include the following information: a) presenter's name: surname, first name, middle initial (if any); b) presenter's affiliation; c) title of the presentation; d) presenter's email address; e) presenter's postal address; f) presenter's telephone and fax numbers; g) coauthor's name(s) (if any); h) coauthor's affiliations; i) coauthor's title(s); j) language of the presentation: English or Japanese; k) type of presentation: oral or poster; l) presentation title (repeated).

All proposals must be received by Thursday, January 20, 2000. Further conference details will be available at www.hll.kutc.kansai-u.ac.jp: 8000/fleat4.html. Unless otherwise specified, all correspondence will be via email. For inquiries, contact Jun Arimoto, Vice Secretariat of FLEAT IV; fleatQ&A@kuins.ac.jp.

投稿募集: FLEAT IV Conference in Kobe—外国語教育とテクノロジー(FLEAT IV)の第四回国際会議が2000年7月29日から8月1日に開催されます。口頭発表かポスターセッションのための論文を現在

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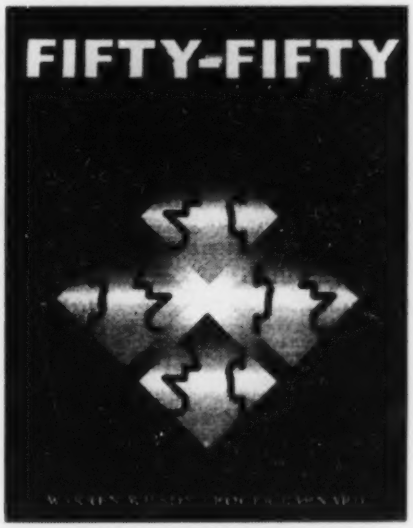

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募集中です。発表は英語か日本語のどちらか一方で、発表時間は、ポスターセッションでは討論の10分を含む30分、口頭発表では2時間です。発表希望者は500語程度の英語による概要をお送りください。締め切りは、2000年1月20日（木）です。概要は電子メールでfleatproposal@kuins.ac.jpにお送りください。詳細は、英文をご参照ください。

Call for Participation: ***JALT Tokyo Metro Mini-Conference***—The Tokyo area chapters are jointly sponsoring a one-day conference on Sunday, December 5, 1999, at Komazawa University from 9:30-17:00. Its theme is "Classroom Practice: Forging New Directions." The Junior and Senior High SIG and the Teaching Children SIG will host the Featured Series Presentations on Reading, with both teacher and publisher sessions about teaching reading. Visit the website at http://home.att.ne.jp/gold/db/tmmc or contact the program chair David Brooks; t/f: 042-335-8049; dbrooks@planetall.com.

参加者募集: JALT Tokyo Metro Mini-Conference—東京支部は、1999年12月5日（日）に駒沢大学にて9:30-17:00までのコンファレンスを主宰します。テーマは「教室実践: 新しい方向」です。中学・高校外国語教育、児童教育の分野別研究会は、読解についての発表を開催いたします。詳細は、http://home.att.ne.jp/gold/db/tmmcか英文の連絡先をご覧ください。

***The Language Teacher* Staff Recruitment**—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp.

TLTスタッフ校正担当者募集—TLTでは、英語の校正担当者を募集しております。資格は言語教育経験を持つJALTメンバーで、日本に在住し、ファクス、電子メール、および、Macintosh fileを加工することができるコンピューターを持っていることです。担当者は、毎月数時間を校正作業やオンラインやオフラインの会議のため時間を使うことになります。詳細に関しては、英文をご参照ください。

Special Interest Group News・研究部会ニュース

edited by robert long

Bilingual SIG—At JALT99, we will be selling volume 5 of the *Japan Journal of Multilingualism and Multiculturalism* and our newest monograph *Bullying in Japanese Schools: International Perspectives*. Volumes 2—4 of the journal and our other monographs will also be available.

Material Writers SIG—Activities at JALT99 will be our Annual Materials Swap-Meet and our Publishers' Roundtable, this year featuring domestic publishers and self-published textbook authors. We will also be electing next year's officers. Please attend the AGM with your volunteer hat on and join us in setting the future direction of the SIG.

Teaching Children SIG—The Teaching Children SIG needs new officers for the new millennium. If you would like to work for the SIG next year, see the July *TLC* for details of positions and send your name to Aleda Krause. Elections will be held at the ABM at JALT99. Please join our roundtable: Children Can Read Beyond Words at JALT99 and also the following dinner party.

Teacher Education SIG—Teacher Ed is co-sponsoring the visit of Andy Curtis of Hong Kong Polytechnic University to the JALT99 conference. Please try and catch him at the pre-conference workshop, where he will be presenting on action research and teacher portfolios, or at the conference itself, where he will give a presentation on collaborative research.

For information on publications and activities of SIGs not listed above, please visit the JALT WWWebsite at www.jalt.org/

SIG Contact Information

Bilingualism—Chair: Peter Gray; t/f: 011-897-9891(h); pag@sapporo.email.ne.jp

Computer-Assisted Language Learning—Coordinator: Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-5-2711(w); holmes@nucba.ac.jp

College and University Educators—Coordinator: Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp

Global Issues in Language Education—Coordinator and Newsletter Editor: Kip A. Cates; t/f: 0857-28-2428(h); kcates@fed.tottori-u.ac.jp

Japanese as a Second Language—Coordinator: Haruhara Kenichiro; t: 03-3694-9348(h); f:03-3694-3397(h); BXA02040@niftyserve.or.jp; Coordinator: Nishitani Mari; t: 042-580-8525(w); f: 042-580-9001(w); mari@econ.hit-u.ac.jp

Junior and Senior High School—Coordinator: Barry Mateer; t: 044-933-8588(h); barrym@gol.com

Learner Development—Coordinator: Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w);

hnicoll@miyazaki-mu.ac.jp

Material Writers—Chair: James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp

Professionalism, Administration, and Leadership in Education—Membership Chair: Edward Haig; f: 052-805-3875 (w); haig@nagoya-wu.ac.jp

Teaching Children—Coordinator: Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com (English); elnishi@gol.com (Japanese)

Teacher Education—Coordinator: Neil Cowie; t/f: 048-853-4566(h); cowie@crisscross.com

Testing and Evaluation—Chair: Leo Yoffe; t/f: 027-233-8696(h); lyoffe@thunder.edu.gunma-u.ac.jp

Video—Coordinator: Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy—Joint Coordinator (Communications): Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com

Other Language Educators—Coordinator: Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp

Gender Awareness in Language Education—Coordinator: Cheiron McMahill; t: 0274-82-2723(h); f: 0270-65-9538(w); chei@tohgoku.or.jp

Chapter Reports

edited by diane pelyk

Chiba: May 1999—*Ideas on Speaking* by Shiozawa Yasuko. The presenter discussed two types of activities to enhance speaking ability. The first activity was modified oral interpretation. The learner interprets the text and reproduces it orally after little or no editing. This activity is applicable to all levels of learning by controlling the genre and length of the texts. The second activity was named interactive theatre. The audience is encouraged to participate in a play dealing with controversial issues. This activity is similar to an informal debate and develops critical thinking. These process-oriented activities are entertaining and integrate all four language skills. *Reported by Bradley Moore*

Hiroshima: June 1999—*Creating and Enjoying Writing* by Richard Gabbrielli and Joel Harris. This presentation focused on several activities that could be used in writing courses from beginning to advanced levels. The presenters emphasized the importance of using all four skills to improve fluency in writing. There were three different activities presented. One involved writing about a favorite place and recalling how the place made you feel, how it smelled, what colors and shapes you saw, and sounds you heard. After a five-minute writing session, participants shared their writing with several partners. The next activity was a round robin writing session, in which groups chose one of three situations and wrote a running dialogue. Each person in the group wrote one line of the imaginary situation, then passed the paper to the next person who wrote a second line and so on. This resulted in some different and interesting dialogues. Group members took turns reading out the dialogue to the rest of the audience. The last activity involved individuals choosing pictures which interested them and writing about them. After about 5 minutes, participants strolled around the room and perused other written works.

These three activities effectively incorporated speaking, listening, and reading skills to promote a more relaxed and comfortable environment for students to explore their own writing processes. These activities would be useful as warm-up exercises and could be further developed with revisions and peer review. *Reported by Fujishima Naomi*

Hokkaido: May 1999—*From Static to Energy* by Simon Bayley. Bayley presented several physical activities he has found successful in teaching English to college students. The presenter demonstrated a "wall-dictation activity" that required participants to run, search for, read, memorize and orally report information to others.

Bayley explained some important reasons for adding physical movement to the classroom.

1. It confounds student expectations.
2. It creates an element of fun, always important for motivating students.
3. The focus moves away from the teacher and the textbook.
4. Everyone is involved. Physical activities break the ice and encourage students to approach others and find out about their classmates. Students enjoy interactive activities because they can control the exchange. It is also an opportunity for teachers to participate at the same level as students.
5. The noisy atmosphere helps improve students' listening skills.
6. Physical exertion increases circulation and the flow of oxygen, ideal for overcoming the weariness often observable in long English classes.
7. The change of pace helps break up a 90-minute class.
8. Kinaesthetic learning research acknowledges a broader range of criteria for determining ability and intelligence, including emotional, social, and physical elements, and supports the need for more learning activities which incorporate these factors.
9. Active participation assures students they can successfully use the language they are learning to provide a confidence boost.

However the presenter cautioned that one must choose an appropriate physical activity that suits the target audience. *Reported by Mark Hamilton*

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Ibaraki: May 1999—*Looking at Student Scores* by Cecilia Ikeguchi and ***We've Got It on Tape***, by Joyce Cunningham. All teachers should try to understand why their students don't always perform up to expectations. Ikeguchi put forward three goals of teacher research: learning from students' scores, exploring data for greater insights on students, and sharing the information. She first demonstrated a traditional reading cloze test. Afterwards she showed a recent adaptation of a listening cloze passage, where groups of three words at a time were blocked out and the amounts of time taken to say each word measured. She drew on research showing that speaking at a lower rate by teachers does help improve the listening comprehension of students. Finally, Ikeguchi explained David Nunan's seven-step cycle of action research involving *initiation, preliminary investigation, hypotheses, intervention, evaluation, dissemination, and follow-up*.

Cunningham gave a talk on the use of a video project exchange between Japanese and Canadian universities and its applications to the classroom. The students began by sending email to their counterparts. To aid communication, students were given specific questions to answer. The students then became accustomed to using video, through working on skits together that required longer periods and involved increasing levels of difficulty. Trust between students grew. They chose an aspect of Japanese life to focus on, such as school or food, and prepared a script and film. *Reported by Neil Dunn*

Nagoya: June 1999—*Student Videos and Perfect English* by Elin Melchior. The presenter noted that students often requested instant error correction, believing this would help them acquire perfect English. In reality, overcorrection demotivates students and discourages them from attempting to speak. Making student videos is one method of overcoming this dilemma. Melchior encourages students to make their own video scripts based on a grammar point or communicative skill, then perform them on camera. Her policy is to correct mistakes made in producing the video, but to employ minimal correction during other classroom activities.

Melchior showed student video clips. Her students found the activity highly enjoyable and motivating. They experienced a great deal of personal satisfaction when fellow students applauded performances and laughed at scripted jokes. *Reported by Bob Jones*

Omiya: March 1999—*Alternative Uses of Media* by Kikuchi Keiko and ***Media Literacy*** by Itoh Shoko and Saito Sanae. Defining media as anything between the teacher and student which promotes learning, Kikuchi explored the effectiveness of audio-visual equipment in the classroom. Language laboratories have fixed layout which often hinder group activities, but they can promote learning in many other ways. Kikuchi has two teaching objectives: improved student listening and enhanced intercultural understanding. Kikuchi uses a textbook on pop songs to teach listening strategies for detecting sound changes such as contractions and assimilations at the word level. Kikuchi uses popular movie videos such as *Stand By Me*, supplemented by worksheets to facilitate listening and encourage discussion of relevant topics.

Itoh and Saito believe that teaching media literacy empowers students to reject the message being conveyed. Such skills are particularly important for foreign language students who are exposed to new perspectives and influences through international media.

Materials developed to encourage students to think critically about television advertisements are particularly effective. The media literacy objectives are to teach the commercial message, but students' discussions polish listening and speaking skills in a foreign language. A sample lesson encouraged us to explore whether or not we were commercially oriented people who bought a product after seeing a commercial. Further clips highlighted tricks used to sell products and raised issues such as whether or not children can distinguish between fantasy and reality and whether advertisers should be more responsible in protecting children from their overactive imaginations. *Reported by Evelyn Naoumi*

Tokyo: June 1999—*Discover EFL Debate* by Charles LeBeau, David Harrington, Michael Lubetsky and John McLaughlin. These presenters showed how debate can be taught to students step by step, finally integrating all the elements to perform a full debate. This was demonstrated using the analogy of a house, the roof representing the proposition, the walls representing the main arguments, and the foundations representing the supporting points. The highlight of the event was an entertaining scripted debate followed by a critical analysis, explanation of styles of debate, and a discussion of how to implement debate in the classroom. *Reported by Caroline Bertorelli*

Yokohama and West Tokyo: June 1999—*Once Upon a Time* by Bonnie Yoneda. This presentation explored the culturally rich world of folk and fairy tales in the EFL classroom. Yoneda opened by presenting her own fairy tale form, following with a comprehensive historical background of European fairy tales as we know them today. She then offered practical teaching ideas for using these stories, including jazz chants, video, culture puzzles, and discussions of gender issues. Participants examined seven ethnically different versions of the Cinderella story and identified their commonalities.

Yoneda emphasized that fairy tales can help us compare value systems and identity, build vocabulary, and practice story-telling skills. *Reported by Peter J. Collins*

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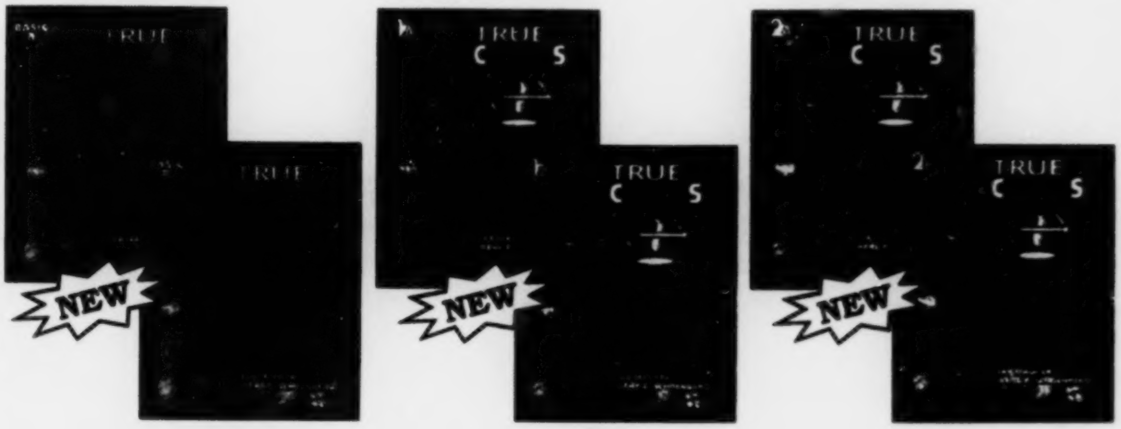

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Chapter Meetings

edited by tom merner

Akita—***Thinking about Language Learning,*** JALT99 Four Corners Tour Workshop, by Anna Uhl Chamot, George Washington University. Both teachers and students can benefit from thinking about language learning processes. This presentation will review research on language learning strategies and suggest future directions, present a metacognitive model of strategic learning, and suggest how to apply the model to incorporate learning strategy instruction into the language class. *Tuesday, October 5, 7:00-9:00; MSU-A (GH-300); one-day members ¥1000, students ¥500.*

Chiba—***Why Classroom Language Learning and Teaching are So Difficult,*** JALT99 Four Corners Tour Workshop, by Dick Allwright, Lancaster University. *Sunday, October 3, 11:00-2:00; Josai International University, Language Education Research Center, Naruta, Chiba. If you wish to participate, please email or fax your name and contact address to Bradley Moore; bmoore@jiu.ac.jp or Yuko Kikuchi; f: 043-256-5524.*

Fukuoka—***The Sequencing of Grammatical Items in Coursebooks*** by Terry Shortall, University of Birmingham. This workshop, which is based on the speaker's Featured Speaker Workshop at the JALT National Conference, proposes that low-level learners should be presented with prototypical items of language, with a gradual movement towards more real and authentic examples as proficiency increases. Following the workshop will be an opportunity to learn about the University of Birmingham's MA in TEFL Distance Learning Programme. *Sunday, October 17, 2:00-5:00; Aso Foreign Language Travel College; one-day members ¥1000.*

Hiroshima—***Using Japanese in the Classroom,*** JALT 99 Four Corners Tour Workshop, by Mario Rinvolucri, Pilgrims, UK. *Monday, October 4, 7:00-8:30; International Center, Crystal Plaza 6F.*

Hiroshima—***Researching Voice,*** JALT99 Four Corners Tour Workshop, by Mario Rinvolucri, Pilgrims, UK. *Tuesday, October 5, 10:00-11:00; Yasuda Women's University.*

Ibaraki—The Power of Social Processes in the Classroom, JALT99 Four Corners Tour Workshop, by Dick Allwright, Lancaster University. *Tuesday, October 5, 7:00-9:30; Ibaraki Christian College, Hitachi, Omika. Contact: Robert Baker; 0294-54-2979 (h); rbakerjr@jsdi.or.jp.*

Kitakyushu & Fukuoka—***Material Designs and Development for Indonesian Learners*** by JALT99 Asian Scholar Christianty Nur, STBA University, Padang, Indonesia. *Tuesday, October 5, 7:00-9:00; Kitakyushu International Conference Center, room 22.*

Nagoya—***JALT National Conference My Share.*** Those of you attending JALT99 in Maebashi, please come and share your best experiences with those of us unable to go. ***Children's English Teachers My Share.*** Calling all children's English teachers to come and share your best games and activities with other teachers. We will also be electing chapter officers for the year 2000. Please come along and propose yourself for one of the officer positions. *Sunday, October 31, 1:30-4:00; 3F Lecture Room 1, Nagoya International Centre.*

Niigata—***Creative Automatization in Communicative Language Teaching,*** JALT 99 Four Corners Tour Workshop, Elizabeth Gatbonton, Concordia University. *Tuesday, October 5, 7:30-9:00; Sanjo High School, Sanjo City; one-day members ¥1000, students ¥500.*

Osaka—***Researching Voice,*** JALT99 Four Corners Tour Workshop, by Mario Rinvolucri, Pilgrims, UK. We will first look at ways in which you can improve your rapport with your students by more conscious use of your voice, the teacher's main professional tool. Then, we will experience exercises that encourage students to do their own voice exploration, directly linked to their L2 language learning process. *Wednesday, October 6, 6:00-8:30; YMCA Wexle, 8F Ni-bangai, ORC 200, Benten-cho; one-day members ¥1000.*

Shizuoka JALT with LIOJ—***Material Designs and Development for Indonesian Learners*** by JALT99 Asian Scholar Christianty Nur, STBA University, Padang, Indonesia. *Thursday, October 7, 6:30-8:30; AICEL 21. Members of JALT & Staff of LIOJ free, one-day members ¥1000. Amy Hawley; t/f: 054-248-5090; shortone@gol.com.*

Yamagata—***Another Global Issue Approach In English Class*** by Shanon Dube, Yamagata Prefectural Board of Education. This presentation is focused on another global issue approach in English class, which encourages students to be more interested in global issues, including the bloody confrontations in Yugo and Kosovo. *Sunday, October 24, 1:30-4:00; Yamagata Kajo-Kominkan; one-day members ¥500.*

Yokohama—***The Power of Social Processes in the Classroom,*** JALT99 Four Corners Tour Workshop, by Dick Allwright, Lancaster University. *Wednesday, October 6, 6:00-8:30; Gino Bunka Kaikan.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

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Yamagata: Sugawara Fumio; t/f: 0238-85-2468
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Yokohama: Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, October 15th is the deadline for a January conference in Japan or a February conference overseas, especially when the conference is early in the month.

Upcoming Conferences

October 20-21, 1999—*Centennial Symposium on Language and Gender Identity: Women in the Workplace,* held at Victoria University of Wellington. Plenary speakers Jennifer Coates of the University of London, Sally McConnell-Ginet of Cornell University, and Anne Pauwels of the University of Wollongong will lead a mixed program of plenaries, paper sessions, and poster displays. More information at www.vuw.ac.nz/lals/language_gender_symposium.html. Contacts: Email language-gender@vuw.ac.nz or write to Language and Gender Symposium; School of Linguistics and Applied Language Studies, Victoria University of Wellington, PO Box 600, Wellington, New Zealand.

November 4-7, 1999—*ICCE 99: 7th International Conference on Computers in Education—New Human Abilities for the Networked Society,* held in Chiba and Tokyo, Japan. This is a full-scale, international conference focusing on how to exploit new technology to enhance the creativity, collaboration,

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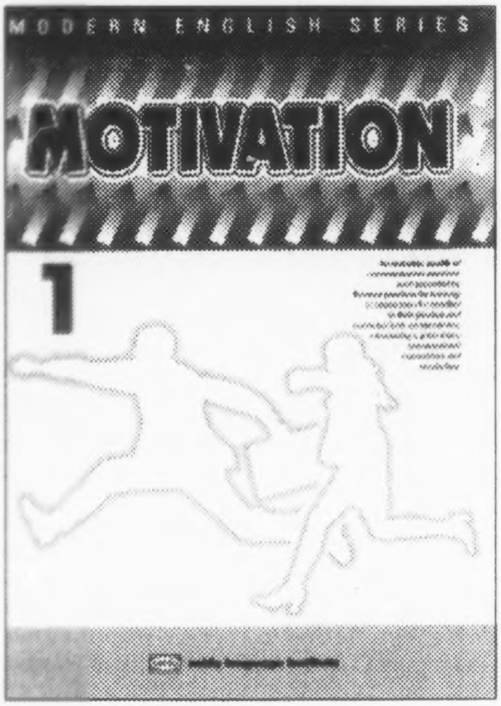

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and communication that will be at the heart of education for the next century. Plenaries by Ivan Tomek on "Virtual Network Environments in Education" and Betty Collis on "Design, Development and Implementation of a WWW-based Course Support System." For details, see the website at www.ai.is.uec.ac.jp/icce99. Contact: ICCE 99 Secretariat; Artificial Intelligence and Knowledge Computing Lab., Graduate School of Information Systems, The University of Electro-Communications, 1-5-1 Chofugaoka Chofu-shi, Tokyo 182-8585, Japan; t/f: 81-424-89-6070.

November 5-6, 1999—***Talking Gender & Sexuality***, a symposium at Aalborg University, Aalborg, Denmark. Plenary speakers Marjorie H. Goodwin (UCLA), Celia Kitzinger (Loughborough University), and Don Kulick (Stockholm University) will lead consideration of verbal and non-verbal social interaction in diverse settings. For further information or preregistration, go to www.sprog.auc.dk/~paul/conf99/ or contact Paul McIlvenny (paul@sprog.auc.dk); Department of Languages and Intercultural Studies, Kroghstraede 3, Aalborg University, DK-9220 Aalborg, Denmark; t: 45-9635-9169; f: 45-9815-7887.

November 11-13, 1999—***The Eighth International Symposium and Book Fair on English Teaching: Teaching Languages and Cultures for the New Era***, sponsored by ETA-ROC and to be held at National Taiwan Normal University, Taipei, Taiwan. For information, see the website at http://140.114.123.98/~cst/eta/index.htm or contact Johanna E. Katchen (katchen@FL.nthu.edu.tw); Dept. of Foreign Languages, National Tsing Hua University, Hsinchu 300433, Taiwan ROC; f: 886-3-5718977.

Calls For Papers/Posters (in order of deadlines)

November 1, 1999 *(for July 9-14, 2000)*—***7th International Pragmatics Conference (IPrA): Cognition in Language Use***, in Budapest, Hungary. Proposals most desired for data papers concerning the role of perception and representation, memory and planning, and metalinguistic awareness, but also welcome are those concerning any topic of interest to pragmatics in its widest sense as a cognitive, social, and cultural perspective on language and communication. Many more details at ipra-www.uia.ac.be/ipra/ or contact the IPrA Secretariat; P.O. Box 33 (Antwerp 11), B-2018 Antwerp, Belgium; t/f: 32-3-230 55 74; ipra@uia.ua.ac.be

December 1, 1999 *(for September 15-16, 2000)* —***The Second Symposium on Second Language Writing***, to be held at Purdue University, Indiana, USA. Proposals for papers or poster sessions are invited on any topic related to second language writing, but especially welcome are those focusing on second or foreign languages other than English, English as a foreign language, and instructional contexts other than higher education. Proposals from nonnative speakers of English are strongly encouraged. Details at icdweb.cc.purdue.edu/~silvat/symposium/2000/. Contacts: Paul Kei Matsuda (pmatsuda@purdue.edu) or Tony Silva; Department of English, 1356 Heavilon Hall, Purdue University, West Lafayette, IN 47907-1356, USA; t: 1-765-494-3769.

Reminders—Conferences

October 7-9, 1999—***Cultural Awareness in the ELT Classroom***, IATEFL sponsored by Brazil's First International Conference, at the Rio Atlantico Hotel, Copacabana, Rio de Janeiro. Contact: IATEFL Brazil, Tania Dutra e Mello (tania@culturainglesa.org.br); Rua Sao Clemente, 258-40, andar, 22260-000, Rio de Janeiro, Brazil.

October 7-9, 1999—***The Second Biennial International Feminism(s) and Rhetoric(s) Conference—Challenging Rhetorics: Cross-Disciplinary Sites of Feminist Discourse***, sponsored by the Center for Interdisciplinary Studies of Writing at the University of Minnesota. Featured speakers include Deborah Cameron, Robin Lakoff and Suzette Haden-Elgin. For more information, go to femrhet.cla.umn.edu/ or email Hildy Miller, Associate Director, Center for Interdisciplinary Studies of Writing; mille299@tc.umn.edu; t: 1-612-626-7639; f: 1-612-626-7580.

October 14-17, 1999—***NewWAVE 28: The 28th Annual Conference on New Ways of Analyzing Variation***, sponsored by York University and the University of Toronto in Toronto, Canada. Keynote addresses by D. Cameron, W. Labov and D. Sankoff. More information at momiji.arts-dlll.yorku.ca/linguistics/NWAVE/NWAVE-28.html. Inquiries to newwave@yorku.ca or NWAVE, c/o DLLL, South 561 Ross Building, 4700 Keele Street, York University, Toronto, Ontario, Canada M3J 1P3.

October 15-24, 1999—***Fifteenth International Chain Conference: EFL Methodology, Classroom Interaction/Management and Research Issues***, sponsored by the Society of Pakistan English Language Teachers (SPELT). Contact: Mohsin Tejani at server@clifton1.khi.sdnpk.undp.org; t: 92-21-514531; t/f: 92-21-5676307.

December 5, 1999—***Classroom Practice: Forging New Directions***, a one-day JALT Tokyo Metro Mini-Conference at Komazawa University. Website at http://home.att.ne.jp/gold/db/tmmc. Contact: David Brooks, JALT West Tokyo Chapter Program Chair; t/f: 042-335-8049; dbrooks@planetall.com

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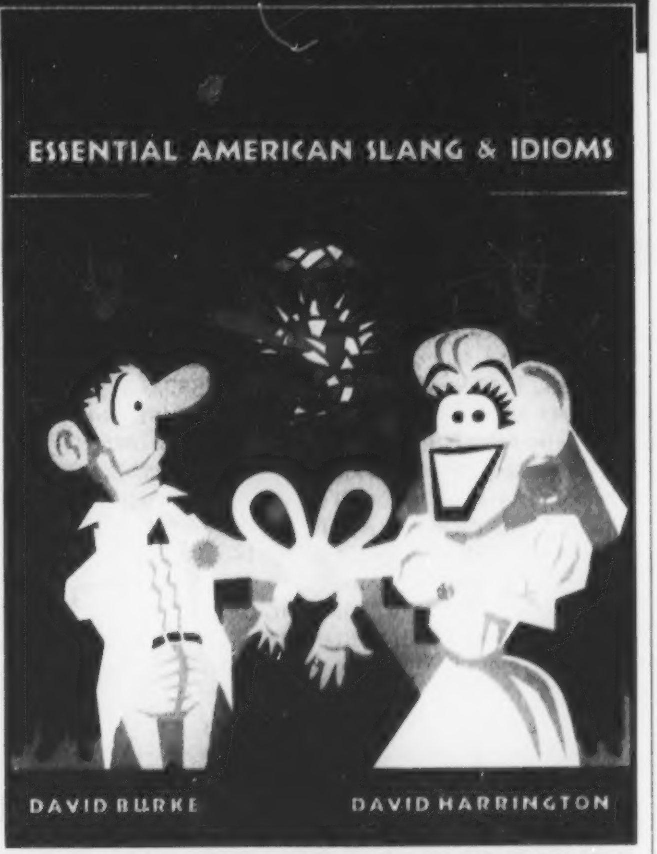

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Job Information Center/ Positions

edited by bettina begole & natsue duggan

Welcome again to the Job Information Center. There is a new web site, www.jobsinjapan.com/want-ads.htm, to add to the list this month. It does list university positions, so give it a look if you are interested.

And, don't forget to come and visit the JIC at JALT99 in Maebashi this month. You can submit resumes directly to advertisers, arrange interviews at the conference with some advertisers, network, and just generally check things out.

Employers can set up interviews, collect resumes, advertise, and have access to a pool of extremely qualified language-teaching professionals. If your school or company would like to advertise at the conference, please get in touch with Peter Balderston, the JIC JALT99 conference contact, at baldy@gol.com or 203 Akuhaitsu, 105-1 Iwanami, Susono-shi 410-1101 before October 8.

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.harenet.ne.jp or call 0857-87-0858. The notice should be received before the 15th of the month, two months before publication, and contain the following information: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. (Please note that both JIC contact data in the April Directory Supplement are out of date.)

Chiba-ken—The Department of English at Kanda University of International Studies is seeking a full-time professor, associate professor, or lecturer beginning in April 2000. The level of appointment will be based on the applicant's education and experience. **Qualifications**: Native-speaker English competency, with at least one year university teaching experience in Japan; MA (PhD strongly preferred) including academic qualifications in one of the following areas: Applied linguistics, speech communication/communication studies, American studies, British studies, American literature, or British literature. **Duties**: Teach English, content courses; administrative responsibilities. **Salary & Benefits**: Three-year contract; salary dependent on age, education, and experience. **Application Materials**: CV (request official form from the university); two letters of recommendation; abstracts of dissertation/thesis and publications; a copy of dissertation/thesis and publications; a copy of diplomas and/or transcripts indicating date of graduation (undergraduate and graduate); one-page (A4) description of university teaching experience, with reference to class size and level, specific courses, objectives, and textbooks. **Contact**: Yasushi Sekiya, Chair; Department of English, Kanda University of International Studies, 1-4-1 Wakaba, Mihama-ku, Chiba 261-0014; t/f: 043-273-2588.

Ehime-ken—The Business Administration Faculty, Matsuyama University is seeking a full-time EFL instructor to begin April 1, 2000. **Qualifications**: Native-speaker competency with an MA in TEFL/TESL/TESOL; knowledge of Japan and or experience in teaching Japanese university students would be helpful. **Duties**: Teach six 90-minute classes per week. **Salary & Benefits**: Two-year non-renewable contract, salary of approximately 4,300,000 yen per year, airfare to and from Matsuyama, partial payment of health insurance, and 630,000 yen for research. **Application Materials**: Resume, transcripts, copy of diploma, and up to three publications (these will not be returned). **Deadline**: November 5, 1999. **Contact**: Dean of Business Administration Faculty; Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578 (no email or telephone inquiries, please).

Hyogo-ken—The Language Center at Kwansei Gakuin University in Nishinomiya is seeking a full-time contract instructor of English as a foreign language. **Qualifications**: MA in TESOL or applied linguistics. **Duties**: Teach ten 90-minute classes per week in an intensive English program for selected university students. **Salary & Benefits**: 5,200,000 yen per year, research allowance, subsidized furnished housing, two-year contract renewable for two more years. **Application Materials**: Resume; two letters of recommendation; one copy of diploma(s); written statement of applicant's view on teaching and career objectives (one to two pages); a five- to ten-minute videotaped segment of actual teaching. **Deadline**: January 10, 2000. **Contact**: Acting Director; Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya 662-8501; t: 0798-54-6131; f: 0798-51-0909; tkanzaki@kwansei.ac.jp; www.kwansei.ac.jp/LanguageCenter/IEP.

Kanagawa-ken—Keio SFC Junior and Senior High School in Fujisawa-shi is looking for two full-time English teachers to begin April 1, 2000. **Qualifications**: MA in TESOL or related field, native-speaker competency with conversational Japanese and junior or senior high school experience preferred. **Duties**: Teach 18 hours/week, 16 core courses and two electives; five-day work week; shared homeroom responsibilities; other duties. **Salary & Benefits**: One-year contract, renewable annually up to three years. Salary based on age and qualifications; commuting and book allowance; optional health insurance plan; furnished apartments close to school available for rent (no key money). **Application Materials**: Cover letter, CV, transcripts from all post-secondary schools attended, copies of teaching certificates and degrees, details of publications and presentations, if any, and at least one letter of recommendation from a recent employer and/or a professor in TESOL. **Deadline**: October 15, 1999. **Contact**: Santina Sculli; English Department, Keio Shonan-Fujisawa Junior and Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816; t: 0466-47-5111x2823; f: 0466-47-5078.

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Kyoto—Kyoto Nishi High School is looking for a full-time EFL teacher to begin April 1, 2000. **Qualifications:** Native-speaker competency, with degree/diploma in TEFL, literature, or education. Ability to speak Japanese is preferred. Position requires a minimum two-year commitment. **Duties:** Teach at least 13 classes per five-day week in an integrated content-based program including reading, writing, listening, and speaking in the international course; speaking/listening in other courses; other responsibilities include team curriculum planning, committee work, overseas chaperoning, homeroom responsibilities from second year, other school activities. **Salary & Benefits:** Salary based on experience (270,000-300,000 per month); bonus of three months gross salary the first year, increasing by one month each year to a six month maximum; transportation; housing allowance based on marital status; visa sponsorship. **Application Materials:** Resume, three references, two letters of recommendation, and statement of purpose. **Deadline:** Ongoing. Contact: Lori Zenuk-Nishide; Kyoto Nishi High School, Course of International and Cultural Studies, 37 Naemachi Yamanouchi, Ukyo-ku, Kyoto 615-0074; t: 075-321-0712; f: 075-322-7733; l_nishid@kufs.ac.jp.

Niigata-ken—Keiwa College, a four-year, coeducational, liberal arts college with about 1000 students in Shibata is seeking two or three full-time visiting instructors to begin April 1, 2000. **Qualifications:** MA in TESL or related field, or certificate in TESL/ESL; teaching experience. **Duties:** Teach university-level English language classes in a skills-based, coordinated curriculum; 20 teaching hours per week; about seven months per year. **Salary & Benefits:** 250,000 yen per month, 12 months per year; subsidized, furnished housing near campus; health insurance; transportation and shipping expenses to Niigata will be provided; two-year contract. **Application Materials:** Cover letter, resume highlighting teaching experience, copy of degree/diploma, letters of reference. **Deadline:** October 30, 1999. **Contact:** Joy Williams, Coordinator; English Language Program, Keiwa College, 1270 Tomizuka, Shibata-shi, Niigata 957-8585; t/f: 0254-26-3646. Short-listed candidates will be contacted for interviews.

Niigata-ken—The Japanese language program of the International University of Japan in Yamato-machi is seeking a full-time assistant professor to begin April 1, 2000. **Qualifications:** MA in relevant field, with at least four years teaching experience at the university level. **Duties:** Teach all levels of Japanese language courses to graduate students of international relations and international management (MBA); curriculum development; materials development; testing; tutorials; and committee work. English proficiency and a willingness to cooperate and team-teach are desirable. **Salary & Benefits:** One-year contract, renewable subject to performance and budget; salary and bonuses based on university scale. **Application Materials:** Letter of application; CV; three letters of reference with telephone, fax, and email contact information; and other applicable material. **Deadline:** October 15, 1999. **Contact:** Taiji Fujimura, Chair; Search Committee, Japanese Language Program, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-7277; f: 0257-79-4441; jlp@iuj.ac.jp; www.iuj.ac.jp.

Niigata-ken—The International University of Japan in Yamato-machi is seeking a full-time assistant professor in EFL beginning April 1, 2000. **Qualifications:** MA in TEFL/TESL or applied linguistics, at least five years teaching experience at the university level, and teaching and administrative experience in intensive English programs. **Duties:** Teach 12-15 hours per week; teach graduate-level students studying international management, relations, or development. Also, curriculum development and course design, course coordination and program management, and committee duties are included. **Salary & Benefits:** Gross annual income around six million yen; research funding; one-year contract, renewable subject to performance and budget. **Application Materials:** Cover letter highlighting qualifications, experience, and research, and describing current employment status and situation, along with reasons for applying; detailed resume including qualifications, teaching and other professional experience, research; and the names and contact information of two (preferably three) references. **Deadline:** As soon as possible. **Contact:** Ms. Mitsuko Nakajima; International University of Japan, Yamato-machi, Niigata-ken 949-7277; iep@iuj.ac.jp. Short-listed candidates will be contacted in time for autumn interviews.

Tokyo-to—The Department of Economics at Daito Bunka University is seeking an English-speaking contract lecturer beginning in April 2000. **Qualifications:** MA in TEFL/TESL, economics, or related areas. **Duties:** Five-day attendance in office, mainly in Higashimatsuyama, per week; teach eight 90-minute English lessons per week; assist with testing and curriculum planning; advise on exchange programs; other engagements related to English teaching. **Salary & Benefits:** Salary from approximately 3,500,000 to 5,250,000 yen per year before taxes, depending on experience and education; yearly salary increase scheduled; Japanese health insurance; two-year contract renewable twice for one-year extensions. **Application Materials:** Resume; publications; reference(s); photo; cover letter. Please write "Application for the post in the Department of Economics" on the envelope. **Deadline:** November 1, 1999. **Contact:** Norio Yoshida; Faculty of Economics, Daito Bunka University, 1-9-1 Takashimadaira, Itabashi, Tokyo 175-8571; t: 03-5399-7326.

Tokyo-to—Clarke Consulting Group of Tokyo is seeking a full-time trainer/consultant. **Qualifications:**

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Calender of the Program of Study (2000-2002)

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Summer 2000: July - Aug.	Tokyo	1 Core course: "Modes of Discourse and Structures of Response"
Fall 2000: Oct. - Dec.	Tokyo	1 Core course: "Issues and Texts: Strategies of Interpretation"
Winter 2001: Jan. - March	Tokyo	1 Core course: "Perspectives in Social Science Analysis"
Summer 2001: July - Aug.	Chicago	2 Elective courses, M.A. thesis Workshop

Phase 2 *The remaining 3 elective courses can be taken in Japan, in Chicago, or in both locations.*

Fall 2001: Sept. - Nov.	Tokyo	1 Elective course	
Winter 2002: Jan. - March	Tokyo	1 Elective course	
Summer 2002: July - Aug.	Chicago	2 Elective courses	M.A. thesis submission
Fall 2002: Oct. - Dec.	Tokyo	1 Elective course	
Winter 2003: Jan. - March	Tokyo	1 Elective course	

ORIENTATIONS (reserved seating only)

October 16 (Sat) 13:30, **November 19** (Fri) 19:00, and **November 27** (Sat) 13:30

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Fluency in Korean and English, three years intercultural training (not language) or advanced intercultural academic degree, familiarity with corporate work environment. **Duties:** Training/consulting in intercultural relations and communications. **Salary & Benefits:** As appropriate to candidate. **Application Materials:** Resume and/or cover letter. **Deadline:** Open. **Contact:** J. David Boyle, Director; f: 03-3468-3956.

Toyama-ken—Toyama School of Business in Kosugi is looking for a full-time teacher for general studies and English. **Qualifications:** Native-speaker competency in English with ESL qualifications, MA in history, and computer skills. **Duties:** Teach in the general studies course and the intensive English course. **Salary & Benefits:** Salary based on school wage scale; benefits will be covered by the private school union. **Application Materials:** Resume and copy of MA diploma. **Deadline:** October 15, 1999. **Contact:** David Horsley; Toyama School of Business, 576 Sanga, Kosugi-cho, Toyama-ken 939-0341; t: 0766-55-3737; f: 0766-55-0757.

Web Corner

Here are a variety of sites with information relevant to teaching in Japan.

You can receive the most recent JIC job listings by email at begole@po.harenet.ne.jp.
www.jobsinjapan.com/want-ads.htm

Information for those seeking university positions (not a job list) at www.voicenet.co.jp/~davald/univquestions.html.

ELT News at www.eltnews.com.

JALT Online homepage at langue.hyper.chubu.ac.jp/jalt/index.html. "Jobs" section at langue.hyper.chubu.ac.jp/jalt/features/jobs.html.

Sophia Applied Linguistics Circle (Japanese site) at www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm.

Teaching English in Japan: A Guide to Getting a Job at www.wizweb.com/~susan/mainpage.html.

ESL Job Center on the Web at www.pacificnet.net/~sperling/jobcenter.html.

Ohayo Sensei at www.wco.com/~ohayo/.

NACSIS (National Center for Science Information Systems) career information at nacwww.nacsis.ac.jp.

The Digital Education Information Network Job Centre at www.go-ed.com/jobs/iatefl.

EFL in Asia at www.geocities.com/Tokyo/Flats/7947/eflasia.htm. www.englishresource.com.

差別に関する
The Language Teacher Job Information Center の方針

私たちは、日本国の法規、国際法、一般的[illegible]識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。（例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。）これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

Editorial posts

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Cambridge University Press, a leading international educational publisher, is developing English Language Teaching materials for the Japan market. Applications are invited for the positions of

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Please apply in writing before 30 October 1999, including a resume, to

James Hursthouse, ELT Manager, Cambridge University Press Japan,
2F Kenkyusha Building, 2-9 Kanda Surugadai, Chiyoda-ku, Tokyo 101-0062

We regret that resumes will not be returned.

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. Local **chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups, SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、熊本［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000): 最寄りの支部の会費も含まれています。学生会員（¥5,000): 学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000): 住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500): 勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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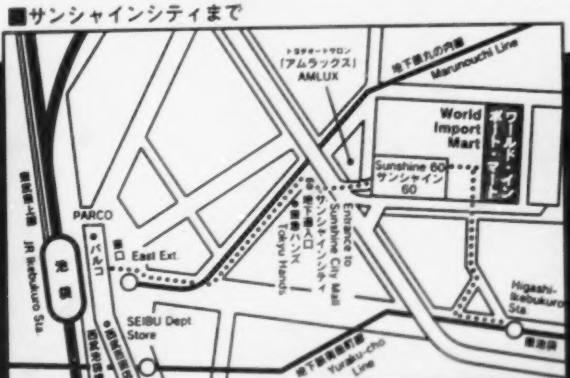
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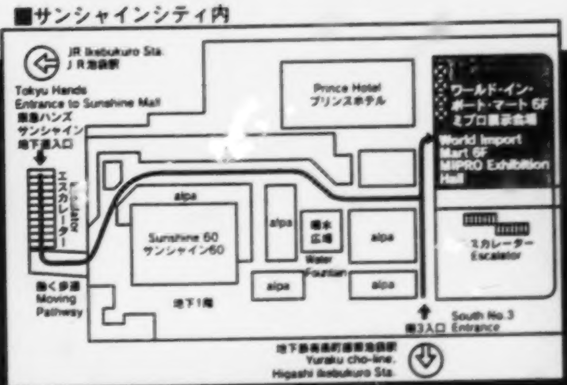
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The Language Teacher

letters to TLT

7 Having Your Cake and Eating It, Too

features

9 The Pre-service Training of Japanese Teachers of English
– *Suzanne Yonesaka*
17 大学における教員養成の方法に関する一考察 – 木塚雅貴
(A Consideration of the Method of Teacher Education in Pre-service Education, *Kizuka Masataka*)
20 Fostering Communication Among Teachers in Pre-service Training Sessions – *Timothy Stewart*
25 Restoring an Equal Balance: The Beneficial Effects of Taking a Non-judgmental Approach to Administrative Observations
– *Gregor D. Smart*
28 Developing Naturally – *Keith Richards*
31 Taking a Walk on the WILD-er Side of Teacher Development
– *Alan Mackenzie*

Special
Teacher
Development
Issue

a chapter in your life

35 Hiroshima Chapter – *Nelson Einwaechter*

my share

37 Speaking, Understanding, Developing – *Julian Edge*

departments

41 Book Reviews
43 JALT News
47 JALT99
47 Bulletin Board
49 Special Interest Group News
51 SIG Contacts
51 Chapter Reports
53 Chapter Meetings
55 Chapter Contacts
55 Conference Calendar
58 Job Information Center/Positions
27 Advertiser Index

Volume 23, Number 11
November, 1999

11

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The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行27字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

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English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Malcolm Swanson.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・　真は、本文の中には入れず、　紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、　文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を　紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。

紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

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「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。　紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News 編集者必着です。

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JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

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JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

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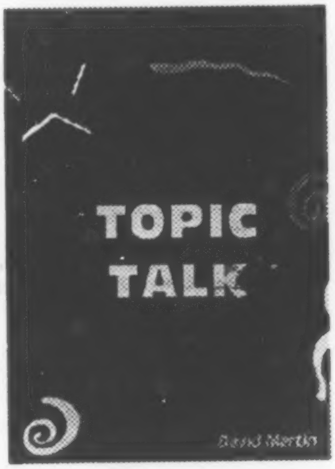

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Teacher Development Special Issue: Introduction

The tremendous diversity in the range of submissions we received for this issue reinforced our own beliefs that the term "teacher development" takes on a unique meaning for each teacher and teaching context. The feature articles presented in this edition do indeed span a considerable range. For example, although "development" has become the more popular term, the issue of specific "training" as part of a teacher's development nonetheless remains important. Current pre-service training of Japanese teachers of English is therefore explicated in depth by **Suzanne Yonesaka** and **Masataka Kizuka**, while **Tim Stewart** investigates ways to enhance teachers' communication patterns through both pre-service and in-service workshops. Classroom observations can create anxiety for many teachers, not to mention administrators, yet in **Gregor Smart**'s article he illustrates how non-judgmental observation can successfully be practiced even within a predominantly judgmental context. **Keith Richards**' article, on the other hand, focuses on an action research study in which teachers were encouraged to discover for themselves the advantages of "developing naturally" through daily exploration of their regular teaching. **Alan MacKenzie** takes this approach a step further when he describes an experiment in cyberspace which takes teacher development out of the institutional sphere completely and into a realm of opportunity to pursue development purely "for development's sake." Finally, in the My Share section, **Julian Edge**, perhaps well-enough known as to need no introduction, further defines, and refines, his system of Cooperative Development, an approach that allows us to explore our teaching with a colleague within a unique framework for speaking, understanding, and development. We sincerely hope that your journey through this issue will be as enlightening and enjoyable as it has been for us.

Guest Editors: Chris Gallagher, International Christian University
Nanci Graves, Toyo Women's College

今回の特別号のために私達が受け取った投稿論文の種類の多さから、「教師教育」がそれぞれの教師と教育文脈において特別な意味を持つという私達の信念を強固にいたしました。実際、今月号の特集記事は、かなりの領域をカバーしています。例えば、「教育」という用語がより一般的な用語となっていますが、今回取り上げた教師教育の一分野である特殊な「訓練」が、重要であることに変わりはありません。**Suzanne Yonesaka** と木塚雅貴による論文では現在の日本人英語教師の事前教育に関して、深く考察されており、また、**Tim Stewart**は、事前の、そして現職者に対するワークショップを通して、教師間のコミュニケーションを向上させる方法について調査しています。教室観察は多くの教師にとって、不安を抱かせるものではありますが、**Gregor Smart**の記事では、いかに評価的ではない教室観察が実践できるかについて述べています。一方、**Keith Richards**の記事では、日常の教育の診断を通して、「自然に向上する」ことの良さを教師自身が発見するようなアクション・リサーチについて述べています。**Alan MacKenzie**のサイバースペースにおける実験は、このアプローチをさらに一歩すすめ、完璧に機関を超え、教師教育を実践し、真に「向上の目的」のために教育を実践する機会を作り出そうとするものです。最後に、My Shareでは、**Julian Edge**が、紹介するまでもなくよく知られた「共同教育」システムについて、再定義を行い、詳しく説明しています。これは、話し、理解し、向上するという独特な枠組みを用いて同僚と自分自身の教授について内省するというアプローチです。私たちは、この号を通して、みなさんが私たちと同じように啓発され、楽しまれることを期待しております。

Chris Gallagher（国際基督教大学）
Nanci Graves（東洋女子短期大学）
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Letters to TLT

Having Your Cake and Eating It, Too
Researching Employment Conditions at Japanese Universities

David C. Aldwinckle is correct in suggesting that foreigners considering employment at Japanese universities should seek answers to "10+ Questions for Your Next University Employer" (*TLT, 23* (7) 14-16). However, I would advise against asking all ten questions at a job interview. Rather, I would suggest that an applicant gather as much information as possible from independent sources. During the interview, the applicant should only ask those questions to which answers could not be gained elsewhere.

Presumably, one of our goals at a job interview is to make a good impression on whoever is doing the interviewing. I seriously doubt that most senior Japanese professors (or professors of any other nationality, for that matter) would be favorably impressed by an applicant who arrived at a job interview armed with a list of ten questions dealing primarily with compensation and benefits. Most of the university professors that I know like to think of themselves as engaged in an endeavor somewhat loftier than the pursuit of gross material gain, and they would prefer to hire applicants who feel the same way.

If I wanted information about employment conditions at a Japanese university, my first step would be to contact the local JALT chapter. If any JALT members were teaching at the university, they might be able to provide me with most of the information that I need. (Most of the JALT members I know are quite cooperative about such matters, provided that their need for confidentiality is respected.)

I would also contact JALT's PALE and CUE SIGs. Even if they did not have information about the specific university, they would probably be able to tell me something about conditions at other universities in the same category: national, public, or private. They could also advise me of other sources that I should consult.

By making use of resources available through JALT, foreigners considering employment at Japanese universities can have their cake and eat it too: finding out most of what they need to know about a given university without alienating a prospective employer by asking too many questions during a job interview.

Unfortunately, I must end on a disquieting note. Thorough research can tell us about a university's current practices, but only a crystal ball can tell us what those practices will be in the future. For example, in the years following a 1992 Monbusho directive, many foreigners lost their jobs at national universities despite having been originally hired with the understanding that their contracts would continue to be renewed until they chose to retire. Under the circumstances, non-tenured foreigners, regardless of current policies at the universities where they teach, should realize that their employment *could* be terminated at any time with only one or two years' notice.

James J. Scott

Dave Aldwinckle replies:

I thank James Scott for his response. I have no real counterargument to it. Observing decorum in a job interview is commonsensical; there's no use grilling your interviewer and losing opportunities.

Still, I was not exactly advocating "asking all ten questions at the interview"—rather suggesting a little pushiness over taciturn tact.

In my article, after describing the job market and before the ten questions, I conclude:

> Not all universities are aware of or responsive enough to the new laws to systemize tenure for full-time non-Japanese. Contract employment remains insecure—and steeply tilted against non-Japanese candidates. Nor are universities always forthcoming about employment conditions in their job announcements, so proper *investigation of conditions becomes crucial* for finding the better jobs" (p. 16, emphasis added).

In other words, "since standards are unclear for non-Japanese employees, find this information out by proper means"—and by this I did not mean to insinuate a counterinterrogation at the interview. Ferret things out accordingly.

As for James Scott's final paragraph, the need for a crystal ball to predict future employment practices is surely true, given the newly prone position academics both citizen and non-Japanese are in due to *ninkisei* contract systems (See Fox, Shiozawa, and Aldwinckle in TLT August 1999, pp. 13-15, 18). That is why I recommend finding out whether tenure is part of the job description. Since it generally will not be for non-Japanese, there are other conditions that one should know about for increased job security. For in any case knowing is better than not knowing, I'm sure we can agree.

Finally, I am greatly pleased by the assessment of PALE as a valuable resource within JALT. Despite all the flak we get, we do aim to provide an important service.

Dave Aldwinckle
PALE Journal Editor

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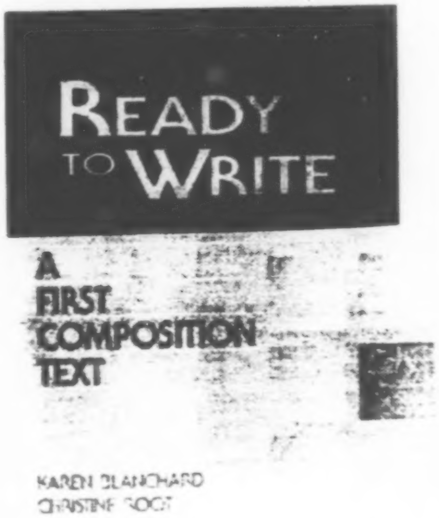

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LT 11/99

The Pre-service Training of Japanese Teachers of English

Suzanne Yonesaka
Hokkai Gakuen University

> *Schooling mirrors the culture in which it is organized, and the process of inducting teachers into the teaching profession reflects that culture as well.* (Shimahara, 1995, p. 213)

Japanese teachers of English (JTEs) are trained at general junior colleges and universities as well as in specialized teacher training universities and departments. Almost 70% of all two- and four-year colleges participate in teacher education (Aoki et al., 1998); thus native speaker (NS) teachers in general universities are likely to teach some students who are intending to get an English teaching license. Some of these NS teachers give special lectures, supervise practicums, or help students prepare for qualifying exams. However, most NS teachers know little about teacher training in Japan.

Reliable information in English about the pre-service education of JTEs is sparse. Unfortunately, "Japanese have not placed much emphasis on educational research...[resulting in] a dearth of research on SLTE [second language teacher education] practices in Japan" (Gebhard & Woo, 1992, p. 30). Tobin (1986) laments that "Japanese education is rarely simply described or analyzed in its own terms. Instead, it is either criticized or held up as an object of wonder" (p. 285). The purpose of this paper is to describe *in its own terms* the pre-service teacher education of secondary-level JTEs at general universities and junior colleges.

Two features of teacher training in Japan must be acknowledged. First, pre-service teacher training is less strongly emphasized than in-service teacher training. In fact, most newly-employed secondary teachers are graduates of general universities rather than of teacher training universities (Tanaka, Uesugi, & Shiraishi, 1993). Second, Japanese universities play a relatively small role in both pre-service and in-service teacher education. In general, Japanese universities prepare people for entry to employment, and employers provide training for particular roles; this is also true for the teaching profession (Hawley and Hawley,1997).

Pre-service teacher education

There are three levels of teaching certificates for teachers in secondary schools. Prospective graduates of four-year colleges may apply for first class certificates to teach in lower-secondary and upper-secondary schools. Prospective graduates of two- or three-year junior colleges may apply for second class certificates for lower-secondary schools. There is also an advanced class for post-graduates. Promotion to a higher class can be obtained through additional schooling. According to Kobayashi (1993),

> second class certificates are now regarded as temporary, with the definite intention of (a) making 4-year university schooling the standard for all teachers, and (b) leading toward post-graduate schooling. (p.9)

Some anthropologists observe that due to relatively favorable (especially for women) employment conditions—good income, security, and status—the Japanese school systems attract a large pool of good applicants and are able to recruit qualified people (Benjamin, 1997; Cummings, 1980). How are these applicants selected?

1. As undergraduates, students complete coursework (general education, subject area and pedagogy courses) for teaching certification.
2. During their final year of education, students carry out a student teaching practicum of several weeks.
3. During the summer before graduation, candidates take the Teacher Employment Selection Test, administered by prefectural or municipal boards of education.

What follows describes these three procedures for secondary-level JTEs.

Coursework

Most new JTEs are graduates of English departments at general colleges which have been authorized to offer coursework for teaching certification. Competition is keen: Although this coursework is undertaken by exceedingly high numbers of students, there is a low rate of entry into the JTE profession. (See Table 1.)

As in other countries, the required coursework is under constant revision. A major change was approved for April 1999, drastically reducing subject requirements and increasing pedagogy and psychology requirements. (See Table 2.) Social volunteer work will also be required for lower-secondary credentials. These changes were made in response to the need for better preparation for coping with bullying, deviant and violent behavior, and school avoidance.

日本における教師の事前教育についての考察は英語ではほとんど出版されていない。本稿では、事前教育と中・高等学校における日本人教師の選択について説明する。新しい指導要項と実習、および教師採用試験の筆記および面接試験の詳細も紹介されている。

Table 1: **March 1996 Graduates Receiving First- and Second-class English Teacher Qualifications**

Type	Type of institution	Ss	Ss hired *	% hired*
SHS	National education universities or departments	758	66	8.7
SHS	General universities (public and private)	8386	537	6.4
JHS	National education universities or departments	859	205	23.9
JHS	General universities (public and private)	8159	414	5.1
JHS	National education 2-year colleges or departments	19		
JHS	General 2-year colleges (public and private)	2729	41	1.5

* Number or % hired as teachers as of 6/96
(Compiled from Daigaku Eigo Kyouiku Gakkai Kyouiku Mondai Kenkyuu Kai, 1998 p.27)

Table 2: **First-level certificate requirements for JHS and SHS teachers of English**

Area I. Candidate must have (or be ready to complete) a 4-year university degree.

Area II. Basic courses needed by all teachers: 8 credits required

	JHS	SHS
Japanese constitutional law	2	2
Physical education	2	2
Foreign language communication	2	2
Information technology	2	2

Area III: Pedagogy requirements: 40 credits required

	(Representative courses)	JHS	SHS
Group A: Foundations in education	Foundations of education; Theories of teaching	2	2
Group B: Theory of education	Educational psychology; History of education	6	6
Group C-1: Methods	Moral education; Methodology	12	6
Group C-2: Guidance	Counseling; Guidance	4	4
Group D: Integrated seminars	Seminar in education	2	2
Group E-1: Practice Teaching	Practicum	4	2
Group E-2: Practice Teaching:	Preparation; Follow-up	2	2
Teacher development**	Counseling; Intercultural communication	8	16

**Universities may choose either pedagogy or subject area courses to fulfill this area; however, at least one course in counseling is recommended by the Ministry of Education.

Area IV: Subject area requirements: 20 credits required

	(Representative courses)	JHS	SHS
The English language	Phonology; English grammar; Applied linguistics	2	2
English literature	American literature; British literature	2	2
English communication	Practical 4-skills courses	2	2
Comparative culture	American history; British affairs	2	2

Area V (JHS only): 1 credit required
Practicum in social volunteer work: Candidate must receive a certificate attesting to the completion of this requirement from the institution at which the volunteer work was performed.

In general universities, pedagogy courses are generally taught outside the department, often during hours outside the regular schedule of classes. These pedagogy courses are adversely affected by their orphan status. For example, in a survey of 218 instructors of "Methods in TEFL" classes (*Daigaku Eigo Kyouiku Gakkai Kyouiku Mondai Kenkyuu Kai*, 1998), most methods courses at general universities had from 30 to 50 students in the class, more than double the class size at teaching universities.

English literature and linguistics departments at regular universities continuously adjust course offerings so that students can complete the subject area requirements while fulfilling their majors' graduation requirements. In a sense, this "service" may actually be a disservice to the future teachers because, according to Browne and Wada, (1998),

> in most cases, prospective English teachers studying in literature departments are not required to take any additional courses in second language acquisition theory, ESL methodology and techniques, or testing. (p. 101)

Teaching practicum: Preparation

The teaching practicum, which takes place in the final year at college, lasts for about two weeks, an extremely short period by American standards. However, because only a small proportion of students will eventually become teachers, schools are very reluctant to disrupt their crowded timetables to increase the practicum length (Collins, 1989). Nonetheless, "*no matter how short it is* [my italics] and no matter how it is organized, student teaching seems to have a powerful impact upon most student teachers" (Shimahara, 1995, p. 146). I believe that, for Japanese pre-service teachers, the impact of the practicum is to invite them into the culture of teaching.

Perhaps because the practicum itself is so short, preparation during the previous year is seen as highly significant.

Student teachers visit the school at which they will do their practicum to meet the principal, vice-principal, and head teacher, and to get a sense of the surroundings. They may receive documents explaining the school's curriculum and educational approach as well as the textbook from which they will teach the following year. At my university, student teachers are instructed to study the English textbook carefully in the coming months, reading it from cover to cover at least three times.

This period of preparation is the beginning of the student teachers' acculturation into the teaching profession. They have been exhorted to behave as exemplary representatives of their university: they must greet school faculty and staff with loud, clear voices and always display appropriate demeanor and bearing. For the practicum, student teachers may be explicitly instructed to wear clean, conservative clothing with little jewelry or makeup. (*Hokkai Gakuen Daigaku Kyoushoku Iinkai*, 1998). As in other professions, the acculturation of student teachers into their profession begins with visible appearances (*katachi*).

Teaching practicum: The arrival

The student teaching practicum occurs during the students' final year. At the formal briefing that occurs one week before the practicum, student teachers bring the necessities: textbook, documents, practicum diary notebook (several publishers sell similar versions), and clean "indoor" shoes to wear inside the school building.

Student teachers are given administrative information—the schedule of classes, special events, practicum hours—which they carefully copy into their diary notebooks. Student teachers at upper secondary schools receive additional information about homerooms and clubs, for which they will also have some responsibility. They are expected to familiarize themselves with the layout of the school, its history, the numbers of students and teachers, and its present educational goals—information which they summarize in their diary notebooks. This short but intense briefing quickly assimilates student teachers into the school's social organization.

The arrival of student teachers is a routine part of secondary schools' yearly calendars. Although present for only several weeks, the student teachers are regarded by faculty, staff and students as an integral part of the school. Their own universities acknowledge that during this period they are constituents of another organization by excusing them from classes. This strengthens the student teachers' sense of responsibility and provides them with a supportive network.

Student teachers often return to their own former secondary schools, where an especially nurturing atmosphere welcomes them into the acculturation process. My students report feeling great nostalgia and joy upon meeting former teachers and staff. These schools obviously feel a certain obligation to their graduates to make their teaching practicum a relatively positive, non-threatening experience.

Student teachers' stress is further reduced by heavily structuring the practicum for a minimum of uncertainty. For example, my university's handbook notes that on the first day, student teachers can expect to give a one-minute self-introduction, get a final briefing, observe their supervising teacher's English classes, and write a report in their diary notebook.

Teaching practicum: In the classroom

However, despite such predictability, experiences vary greatly:

> Some student teachers are given ample opportunity to participate actively in lesson planning,

> activity development, students evaluation, and actual teaching; others, unfortunately, are relegated to the back of the classroom to sit passively during the lesson only to observe... (Leonard, 1997, p.39)

Many of my own students spent much of the practicum observing classes, but not necessarily "passively," as careful observation is an intense activity. Some of them had the opportunity to team-teach with ALTs, and a few had complete control of English classes for almost the entire practicum.

Toward the end of the practicum, student teachers give a demonstration lesson which is observed not only by the supervising teacher, but often by the head teacher, the principal, and a teacher visiting from the student teacher's university. Obviously, the student teacher is being evaluated under immense pressure; at the same time, the participation of so many diligent educators is also extremely supportive. I have observed classes in which the principal joked with the students, helped to pass out papers, and kept some of the wilder students under control.

This demonstration class, called a "research class," can be observed by other English teachers as part of their own in-service training. Thus there is a sort of supportive reciprocity, that even experienced teachers have something to learn from novices. Their presence also reminds the student teacher that this practicum has only been an induction into the profession, and that the real training will occur later.

Teaching practicum: The diary notebook

One of the student teachers' major responsibilities is the completion of the practicum diary notebook, often at the end of a long, exhausting day. However, even this task is highly structured and supervised, so that student teachers are set up for success rather than for failure.

In the full-page diary entry for each day, student teachers briefly record their activities during each class period, homeroom, before and after school. They write a paragraph of evaluation and reflection to which the supervising teacher responds. Each diary entry is stamped with the seal of the supervising teacher, the head teacher, and the principal.

The student teachers complete a separate observation and comment page for each class that they observe. One of my own students observed eleven English classes during his student teaching at a junior high school this year. His first entries were bare outlines followed by superficial comments such as "I think it was a class that interested all of the students." However, his later observations became quite detailed; for example, noting how activities were carried out: "individual Q & A—> 2 Ss ."

Before teaching a class, the student teacher records a one-page class plan, and on a second page, the specific objectives and teaching points of the class. After teaching the class, she writes a short, reflective paragraph, which is commented on by the supervising teacher.

The demonstration class—the highlight of the practicum—calls for an extremely detailed lesson plan and two full pages of comments. Twice as much space is allotted for positive comments as for negative comments, perhaps to tip the balance toward a positive experience. In the comments about one of my students' demonstration lessons, the supervising teacher directly addressed him as "*sensei.*" His acculturation into the profession had been successful.

The practicum diary notebook is the core of the practicum: a permanent chronicle, an opportunity for reflection, and a forum for feedback.

The Teacher Employment Selection Test

The Teacher Employment Selection Test is administered every summer by the boards of education of all prefectures and of selected cities. A standard certificate is technically valid anywhere in the country and is good for life.

> Appointment examinations provide opportunities for all applicants—education majors and others—to compete universally and equally. The aim of the examinations is to select the best qualified applicants from the competitive pool where achievement is a major concern. (Shimahara, 1991, p. 270)

There are constraints on who may take the Teacher Employment Selection Test. Evidently, most prefectures allow candidates without Japanese citizenship to take the exam, although they may not be able to rise to administrative positions. Another limit is age, although recently this restriction has eased up considerably. Eight years ago, more than half of the forty-seven prefectures required that applicants be under the age of thirty (Shimahara, 1991); however, today only six do (*Kyouin saiyou shiken kenkyuukai*, 1998, p.66). Candidates can circumvent age requirements by taking the test in another prefecture. For example, one of my students came to Hokkaido because she was over the age limit for getting the English teaching license in her home prefecture.

According to Horiuchi and Muzumoto (cited in West, Jarchow & Quisenberry, p.1073), 80% of the candidates began to prepare for the test six months in advance, generally by cramming the collections of past tests that are on the market. Unfortunately, these candidates claimed they did not find their college education helpful in preparing for the test.

Below is a description of the Teacher Employment Selection Test in Hokkaido. Its general format is typical of the 59 tests given in the 47 prefectures and 12 municipalities (Aoki et al., 1998).

The written qualification exam

The written qualification exam contains four parts:

Aptitude test

Hokkaido's aptitude test evidently investigates the patience and endurance of the candidates, who complete a set of 25 single-digit addition problems. After one minute, they continue to the next set of 25 numbers. After fifteen sets there is a five-minute break, followed by fifteen more sets. Flagging attention appears in the response pattern, so candidates must be able to pace themselves properly. This portion of the test is dreaded because it is so tiring, pointless and distracting.

General education and pedagogy qualifying test

This multiple choice exam tests basic knowledge of natural sciences, social sciences, and humanities. The more difficult pedagogy section includes questions on school laws and regulations; principles of education; educational psychology and moral education.

Subject area qualifying test

Candidates with the pre-first level of the Eiken test, 520 on the TOEFL, or 650 on the TOEIC are exempted from this portion of the test, which tests high-school level written English.

Essay test

Candidates write an essay in Japanese on a general theme related to education.

The oral qualification exam

The oral qualification exam, administered approximately one month after the written exam (the same day in some prefectures), consists of two interviews in Japanese and an oral test (practical skills) in English.

Individual interview in Japanese

Two examiners interview one candidate for approximately fifteen minutes, with questions ranging from the personal to pedagogic. Because special activities (club activities, guidance, excursions, and school cleaning) are formally addressed as an aspect of the required curriculum, many of the questions concern the personal guidance of pupils (Okihara, 1986).

This interview is crucial in the selection of candidates that appear likely to acculturate into the profession. The interviewers look for evidence of specific character and personality traits as reflected in a suitable appearance and demeanor: neat, polite, energetic, and cheerful. More ominously, Tsuchiya (cited in West, Jarchow & Quisenberry, p.1072) contends that the freedom of thought and of religion have been violated during these interviews.

> Governmental preferences for the "type" of person with whom they wish to staff public schools do exist but they *only* [my italics] have a bearing during the interview aspect of the prefectural teacher-employment examinations. . . . Thus, while it is no longer possible to control the training of teachers to ensure that they conform to governmental expectations, a similar end may be achieved through the interview process . . . ." (Collins, 1989, p. 225)

Group interview in Japanese

A group is formed of five or six candidates ("Ms A," Ms B" etc.) who are applying for teaching licenses in a variety of subjects. Candidates are given a broad discussion topic such as "school rules," and three examiners (one of whom is from a non-education profession) observe them while they discuss this topic for thirty minutes. The candidates are given no preparation time or ground rules, but they may choose a discussion leader if they wish.

Practical skills test

An English teacher interviews one candidate for ten minutes. After answering simple questions about daily life and teaching, the candidate is given a card with a high-school level written passage. After reading silently for one minute, the candidate reads it aloud and answers questions about the content. Candidates with the pre-first level of the Eiken test, 520 on the TOEFL, or 650 on the TOEIC are exempted from this portion of the interview.

Candidates do not consider this section to be difficult. In fact, one concern is what to do if the candidate's English is far better than the interviewer's.

Demonstration class

Most prefectures (but not Hokkaido) also require the candidate to give a demonstration class.

Candidates receive the results of the Teacher Employment Selection Test in late autumn. Candidates are not informed of the relative weight given to each part of the test, but the interview is rumored to carry the greatest weight. Candidates are not given separate scores for the various sections, but receive a comprehensive score, indicating whether they qualified or not.

Openings for the prefecture's teaching posts are filled in February depending on supply and demand. In Hokkaido, candidates receiving an "A" or "high B" qualification are assigned teaching posts for the following school year and candidates with a low "B" qualification are assigned teaching posts later in the year as they open up. Candidates with a "C" qualification may be given a temporary teacher certificate which is good for three years. Such teachers would teach English courses at one or several schools but would not have other responsibilities.

Conclusion

In this paper I have explained pre-service training and selection of secondary school JTEs graduating from *general* universities only. As this partial survey has indicated, however, Japanese education is not

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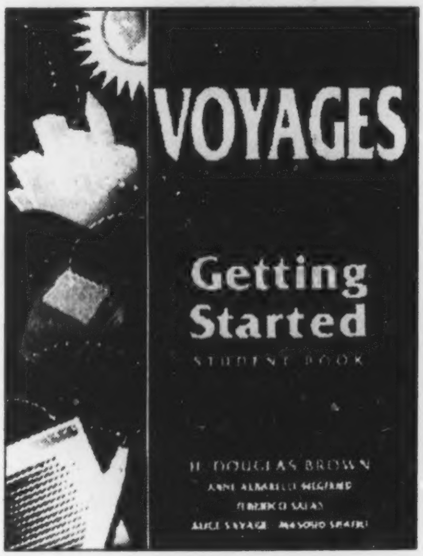
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LT 11/99

monolithic: pre-service teachers and their training institutions have a wide range of expectations. Other teacher trainers may perceive the Japanese system differently, and I hope that my limited interpretation will provoke more exchange of information.

There are many related issues that I have not touched upon: training at specialized universities of education; in-service training; the impact of assistant language teachers (ALTs) on JTEs development; the impact of the imminent introduction of English at primary schools on teacher training. Other researchers' work in these areas should provide us with a bigger picture of JTE training and its impact on English education in Japan.

Note

Many thanks to my colleagues for patiently answering my many questions and to my students for so generously sharing their experiences.

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Appendix

English-Japanese Glossary

- aptitude test—*tekisei kensa*
- coursework for teaching certification—*kyouiku katei kamoku*
- demonstration class —*mogi jugyou*
- essay test—*ronbun kensa*
- evaluation and reflection—*kansou/hansei*
- first class certificates—*isshu menkyojou*
- general education and pedagogy qualifying test—*kyoyou kensa*
- interview test—*mensetsu kensa*
- observation page—*jugyou nado no kansatsu/sanka no kiroku*
- practical skills test—*jitsugi kensa*
- practicum diary notebook—*kyouiku jisshu nikki*
- research class—*kenkyuu jugyou*
- second class certificates—*nisshu menkyojou*
- standard class plan—*hondoki no shidou keikaku*
- student teaching practicum—*kyouiku jisshu*
- subject area qualifying test—*kyouka ni kansuru senmon kensa*
- Teacher Employment Selection Test—*kyouin saiyou kouhosha senkou kensa*
- teacher training (education) department—*kyouiku gakka*
- teacher training (education) university—*kyouiku daigaku*
- temporary teacher—*hijoukin*

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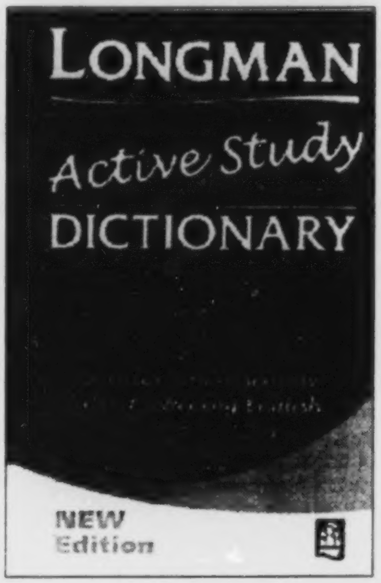

✂

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LT 11/99

大学における教員養成の方法に関する一考察

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Ⅰ．主題

本稿の主題は、教科指導（授業）と密接な関係を有する意味で重要な役割を担っている教科教育法は、教員養成において、どのような方法であることが教師の力量形成の観点から求められるのかについて、非教員養成系私立大学において7年に及び、英語科教育法と教育実習を通して教員養成に関与してきた経験を基に、授業を視点の中心に据えて考察し、明らかにすることにある。

英語科教育法の受講生は、自らが中等教育で受けた授業に基づいた授業観をすでに形成している。従って、受講生が持っている固定的な授業観を転換し、新たなる授業観を育み、授業を創造する基礎を準備することが必要である。なぜならば、英語科教育法の授業を通して、受講生自身が持つ固定的な授業観を払拭できないと、教育実習においても、自らの授業観に基づいた授業を展開するからである。固定的な授業観を転換し、新たなる授業観を育み、授業を創造する基礎を準備するためには、英語科教育法の授業は、講義では不充分であり、中学校・高等学校の授業の省察（事例研究）を中心とした演習で行い、受講生自らが授業を考え、授業を創造できる力量を養うことが必要となる。

また、英語科教育法が扱う中心的事項が、英語の授業をどのように行うかであることに鑑みると、英語教育に関する知識の獲得が中心となる講義による英語科教育法の授業が不充分であることは明らかである。従って、受講生が主体的に授業に参画し、彼らが英語の授業を創造できる基礎を培うことは、教師の力量形成にとって不可欠であると言える。

以下では、英語科教育法の授業において、教師の力量形成のために行ってきた方法を基に、本方法が示唆する事項を考察することとする。

Ⅱ．教師の力量形成

教員養成段階において、教師の力量形成がどのように行われるのかに関しては、二つの対立する考え方がある[1]。

ア．早期からの授業研究と省察、事例研究を積むことが実践知を育てるという省察プログラムの見解。

イ．学校やカリキュラムに対するマクロな視点を持たない無自覚な経験の積み重ねは、社会的意識と学校への批判的意識を無力化する機能を担うことになる。

イ．を軽視することはできないが、以下の2つの理由から、ア．を優先させることが必要であると考えられる。

①学部段階の学生は、自らが体験した授業に基づく固定化した授業観を持っており、固定的な授業のイメージを払拭し、新たなる授業観を育み、授業を創造できる力量を培うことが、教員養成において求められる。

②現在の教師教育では、個別の事例研究が重視されており（稲垣・佐藤，佐藤，Nunan，Richards，Wallace）、アクション・リサーチ（action research）に見られるように、個々の授業での出来事の意味をどのように理解するかに、授業研究の焦点が移行している[2]。従って、教員養成段階であっても、授業の事例研究と省察を重視することが必要となる。また、授業の事例研究を積み重ねることにより、新たなる授業観を構築することが可能となる。

上記2項目中①については、以下に示す事項が背景として存在する。英語科教育法の開講時に、毎年、「中学校・高等学校時代に自らが受けた授業で、最も印象に残っている授業を、それぞれ一つずつ記述せよ」というレポートを提出させている。提出されたレポートの内容を分析すると、自分達が受けた授業の中に、印象に残る授業が少なかった、あるいは全くなかったという記述が毎年見られる。中学校の授業については、ALT（Assistant Language Teaching）とのティーム・ティーチングが印象に残っているというレポートが大部分であり、それ以外の授業が挙げられることは少ない。また、高等学校の授業については、つまらない授業、あるいは印象に残らない授業というレポートが大部分であり、その理由は、以下に示す受講生のレポートの一部を読めば、理解できる。

・私の通っていた高校は進学校であったので、授業も受験のための文法・読解が主であった。その為、どの先生の授業も似たようなものであった。（94年度）

・高校での英語の授業は完全に受験を意識したもので、予習で日本語訳をしたり、問題を解いてきたものを答え合わせをする場に過ぎなかった。（95年度）

・高校の英語の授業については、特に印象はなく、「読んで訳をし、熟語や重要な単語を指摘される」というものでした。（97年度）

・高校の時の授業は、つまらなかったという印象しか残っていません。なぜなら、教科書にのっている文を、指された人が訳していくというようなことしかやっていなかったからです。（98年度）

・高校では印象的だったというものが思い出せません。それというのも、毎日毎日教科書を音読し、指名された生徒が一定の文を日本語に訳し、それを教師が文法的解説を含め補足する、といった授業のくり返しだったからです。（99年度）

受講生の多くは、文法解説と英文解釈を中心とした、「文法・訳読式指導法」（The Grammar-Translation Method）による授業、あるいは受験を意識した授業を中心として受けている。従って、自らが受けた授業に対するイメージが、「読んで訳す」、あるいは問題を解くという固定化した内容になっているのである。

また、英語科教育法の授業を通して、自らの固定化した授業のイメージを受講生自身で払拭できないと、教育実習において、自らが受けた授業と類似した授業の方法を採るということが、講義中心の授業を受けた1993・94年度の受講生による教育実習の研究授業を観察し、捉えられた。

Ⅲ．英語科教育法の授業展開

英語科教育法の授業展開及びその特徴を、1999年度の授業計画に基づいて、以下に示すこととする。

第1回：オリエンテーション及び英語教育の基礎的事項に関する講義。課題：中学校・高等学校用学習指導要領（外国語）を熟読し、その内容・問題点等について気がついたこと、考えたこと等をまとめる。

第2回：学習指導要領に関するディスカッション。課題：指定教科書中の教授法に関わる内容をまとめる。

第3回：主な教授法の比較検討及びCommunicative Language Teachingに関する講義。課題：指定教科書中の言語活動に関わる内容をまとめる。

第4回：言語活動をどう進めるのかに関するディスカッション。ビデオによる授業観察Ⅰ（コミュニケーション重視の授業）。課題：ビデオの授業について、その方法・指導手順・学習者の様子等を詳細に検討し、優れている点・問題点・改善方法等、考えたこと・感じたことを指摘する。

第5回：ビデオによる授業観察Ⅰの検討及びビデオによる授業観察Ⅱ（「聴く」活動を重視した授業）。課題：第4回の授業時の課題と同じ内容。

第6回：ビデオによる授業観察Ⅱの検討及びビデオによる授業観察Ⅲ（本学教育実習生の授業）。課題：第4回の授業時の課題と同じ内容。

第7回：ビデオによる授業観察Ⅲの検討及び授業の組み立て方に関する講義。課題：指導案の作成（第9回授業時提出）。

第8回：授業の組み立て方に関するディスカッション及びビデオによる授業観察Ⅳ（ALTとのティーム・ティーチングによる授業）。課題：第4回の授業時の課題と同じ内容。

第9回：ビデオによる授業観察Ⅳの検討。課題：提出指導案について、その内容・方法・指導手順等を詳細に検討し、優れている点・問題点・改善方法等、考えたこと・感じたことを指摘する。

第10回：本学卒業生で、英語の教師になっている方のお話し。

第11回：提出指導案に関するディスカッション。

第12回：模擬授業（ビデオに収録）。課題：模擬授業の内容・方法・指導手順等を詳細に検討し、優れている点・問題点・改善方法等、考えたこと・感じたことを指摘する。

第13回：模擬授業の検討（ディスカッション）。

全体から把握される特徴は、講義をほとんど行っていないことである。授業開講当初は、授業の流れを築くために、一部講義を採り入れているが、大部分は、課題を基にした受講生の活動を踏まえ、英語科教育法の授業を展開している。

採り挙げている内容は、実践的事項を中心とし、ビデオで授業を観察することにより、具体的な授業を基に、理論的事項を受講生が理解できるようにしている。従って、ビデオで観察する授業は、教育方法を中心とした理論的事項が具体化されている授業を選定している。また、受講生より1年上級の学生（4年生）が当該年度に行った、教育実習の研究授業を観察することにより、次年度に行う教育実習に対する意識が確立されることを意図している。また、中学校の授業と高等学校の授業の両方が、英語科教育法に関与していることから、両者のバランスを考えながら、授業観察時に観せるビデオを選定している。

さらに、指導案の作成は、グループごとに行い、授業でその内容の検討を行っている。指導案には、グループの授業観や授業の進め方・展開の仕方等に関する考え方が表れる。同じ教材を用いても、どのような授業を展開するのか、どのような方法を用いるのかは、グループにより異なっている。従って、各グループの指導案の内容をお互いに共有し、内容についての検討を行うことは、受講生同士が持っている授業に対する考え方を深めるために、役に立つと考えられる。授業の中では、全グループの指導案の内容を検討できないため、課題の段階で各グループが、全グループの指導案を個別に検討する際、それぞれのグループの指導案の内容に関するコメントを記載した用紙を作成し、授業後に、それを該当するグループに渡すことを各グループに求めている。この方法により、各グループの指導案の内容が総て共有されることになる。また、教員のコメントも、授業中に検討できなかったグループには、渡している。

本授業の最終段階の模擬授業は、提出指導案（または、提出指導案を他のグループや教員のコメントに基づいて修正した指導案）に基づいて実際に授業を行い、それをビデオに録画し、次の授業で検討している。

Ⅳ、英語科教育法の授業展開成立の背景

前項の方法を採るに至った背景は、講義中心の授業を2年間（1993・94年度）行う過程で認識された、以下の3つの問題点による。

α．1993・94年度は、講義中心であったため、ビデオで授業を観察し、その授業についてのレポートの提出や若干のディスカッションは行っていたものの、授業の流れは教員が握っており、受講生はその流れに載っているに過ぎなかった。

β．受講生は、講義を聴き要点をノートに記すという受け身の活動を中心に行い、彼ら自身が主体的に考えることが余り行われていなかった。従って、試験で論述問題を出した場合、講義で聴いた内容や書物に書いてある内容を、単にまとめたに過ぎない解答が大部分であった。

γ．1993・94年度に受講生に提出を課した、ビデオによる授業観察のレポートや指導案は、異なった内容が記されているにもかかわらず、受講生の間で、それらが共有されることや検討の対象となることがなく終っていた。すなわち、担当教員に対して提出されたレポートや指導案であり、受講生一人一人と担当教員との関係の中に、レポートや指導案の価値が生かされているに過ぎなかった。

3つの問題点が、次のように解釈された。α．が、β．と連動しているという理解に基づき、授業の流れを受講生に移し、受講生の問題意識に基づいて英語科教育法の授業を行う方法を考案する必要性が捉えられた。ただ、専門科目として初めて向き合う英語科教育法において、受講生に授業の流れを形成させることは容易ではない。従って、当初は担当教員が受講生を導きつつ、次第に授業の流れを受講生に移すことを念頭に置くことが求められた。また、クラスの人数も比較的多い[1)]ため、クラス全体を5～6名のグループに分け、グループ単位で活動を行ってもらった。そして、毎回必ず課題を与え、個人個人が課題に対する解答を準備した後、グループ全体で課題に対する話し合い・意見交換を行った後、グループの考え方をまとめてから次の授業に臨むことを条件とし、次の授業では、各グループから出された意見や考え方に基づいて、授業を進めることとした。この方法によって、教員が授業をリードするのではなく、受講生が授業の素材を提供し、かつ授業を導く基礎が出来上がることになった。しかも、グループで

話し合いを行い、意見をまとめるためには、グループの構成員一人一人が何らかの考え方を有していることが前提となり、β. の問題も解決できることになる。さらに、上記の方法を採ることにより、γ. の問題に対する解決をもはかれることが理解された。すなわち、受講生一人一人の考え方は、グループ内でのディスカッション段階で、グループ内の他の受講生と共有されるだけでなく、授業の場においては、他のグループの考え方を知り意見を交換する過程で、クラス全体から提出される多様な考え方との接点をも持つことになったからである。

V. 結果の考察

Ⅱ. において述べた英語科教育法の授業展開により、Ⅱ. で採り挙げた①・②の事項、すなわち授業の事例研究と省察を通して、固定化した授業観を払拭し、新たなる授業観を構築し、授業を創造できる力量を形成する基礎が出来上がっているか否かを、受講生の反応を基に、検討することとする。

ビデオによる授業観察に基づく授業の事例研究を通して、受講生の授業観がどのように変化したのかは、以下に示す受講生の反応から捉えられる。

- ビデオ教材を用いて、新しい授業のイメージを作ることができた。(95年度)
- 実際の授業風景をビデオで見たので、特に実践的な意味で"授業"というものを捉えることができた。(95年度)
- 実際に授業を行っている様子のVTR などを見ることができて、詳細には記憶の中にない教師の姿を自分の中で再現したり、自分自身が教壇に立つ姿をオーバーラップさせることもできた。(96年度)
- ビデオを何本も見て、普段感じることのできない先生の立場からものごとを考えるようになった、という点でたいへん有益なものであった。(97年度)
- 授業では、何回か現場の授業をビデオで観察し、テキスト上の内容・問題にとどまらず、現実に即していて私達学生が実感できなかったこともある程度感じることができて良かった。(98年度)

上記の内容は、授業のイメージの変化や、授業を行うことへの理解の深まりを記述している。従って、授業の事例研究により、新たなる授業観の育成が行われていると言える。

モデル授業に対する受講生の反応は、次に示す通りである。

- 作った時は大変だったけれども、やはり自分たちで実際にティーチングプランを立て、モデル授業を行ったことは、自分たちにとって実になり意味のあることであったと思う。(96年度)
- ティーチング・プランを作成し、実際に授業を行ってみて、授業を行うことの難しさと面白さを実際に体験できたことは、来年教育実習に行く私にとってプラスになったと思います。(97年度)
- モデル授業を経験でき、かつクラスでディスカッションの機会が設けられ、多面的な見方ができた。(98年度)
- モデル授業をやらせていただき、毎日夜遅くまで案を練ったことがとても自分にとってプラスだったと感じます。教えるということは難しいことだと改めて認識しました。(98年度)

モデル授業とそれに基づく省察を行うことにより、授業を構築することの難しさや、授業を複眼的に捉える基礎が出来上がりつつあることが理解される。言い換えれば、モデル授業のビデオを観察しながら、自分たちが行った授業を振り返り (reflect)、授業を行った受講生以外の受講生の授業の見方との考え方の交流により、授業を多面的に捉えることが行われているのである。実際、1996 年度以降に教育実習を行った 10 名程の受講生の研究授業を観る限りでは、自らが中等教育で受けた授業のイメージに依拠している者はなく、授業の随所で、新しい工夫を行っていることが理解された。

また、英語科教育法の授業がもたらした意味は、以下に示す受講生の言葉から捉えられる。

- 自分の授業観にかなり影響した授業だった。(97年度)
- 今まで受けてきた授業の中で、こんなに考え、悩み、真けんにしかも興味をもったものはありません。(98年度)
- この授業で学んだことは、私にとって本当に大きかった。将来、教師になった後も学んだことを生かせたらと思います。(98年度)

従って、演習形式による英語科教育法の授業が、受講生の授業観を転換し、新たなる授業観を形成し、授業を創造する基礎を準備していることが、理解される。

Ⅵ. 結語

本稿から捉えられる英語科教育法の授業に求められる役割は、教師の力量形成の観点から、以下の 2 点にまとめられる。

1. 固定化した授業観を払拭し、新たなる授業観を育み、授業を創造できる力量を培うためには、授業の事例研究を中心に行うことが必要であり、実践知 (授業の理解) は、授業の事例研究と省察により深まる。
2. 固定化した授業観を払拭し、新たなる授業観を育み、授業を創造できる力量は、講義中心の授業ではなく、自ら考えることを中心とした演習形式の授業により育つ。従って、英語科教育法の授業は、演習形式の授業であることが求められる。

注釈

1)秋田を参照のこと。

2)木塚 (1999) を参照のこと。

3)過去 7 年間の受講生の数は、1993年度63名、94年度42名、95年度57名、96年度58名、97年度45名、98年度37名、99年度47名である。

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KIZUKA, cont'd on p. 24.

Fostering Communication Among Teachers in Pre-service Training Sessions

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According to Kaufman and Brooks,

> Little documentation exists about innovative ventures within teacher education programs that are designed to prepare teachers for interdisciplinary collaboration and integration of language and content. (1996, p. 233).

This paper is one attempt to begin to fill this gap in the literature. It describes specific aspects of a teacher development program designed for a unique interdisciplinary team-teaching environment at a small Japanese liberal arts university. It highlights several activities used in the institution's pre-service orientation sessions to encourage collaboration among faculty from different disciplines.

The paper opens with a brief overview of the recent state of professional faculty development in higher education, followed by a summary of characteristics of effective faculty development workshops, and an overview of our professional orientation program for training in English for Specific Purposes (ESP). Drawing from experiences over five years as a faculty developer in this program, I then introduce several professional development activities that have proven to be very helpful to promote communication among faculty members centering on discussions about ESP and team teaching and present the reactions of trainees to these specific activities.

Professional Development Programs in Higher Education

New faculty need orientation programs which encourage professional development. They cannot be expected to know everything necessary to be effective members of an institution (Boice, 1992; Fink, 1992). Boice contends that "learning a new campus culture requires adjustment, even for experienced faculty" (1992, p. 220). Yet, until recently, little research into the induction of new staff into higher education has been conducted, and therefore, the literature about this topic is almost nonexistent (Dunkin, 1990). Thus, there is scant evidence of the effectiveness of faculty development programs. Given this situation, the occurrence of faculty development programs at colleges has generally been haphazard (Boice, 1992). In fact, department chairs and deans are often very resistant to faculty development programs (Turner & Boice, 1986). However, some colleges have established faculty development offices staffed by experts in pedagogy (Hativa, 1995; Smith, 1995).

Facilitating Active Participation in Faculty Development Programs

Eison, Janzow and Bonwell (1990) reported that too many faculty workshops are conducted using a "teaching is telling" or "talk and chalk" style of presentation. This pattern of presentation has been used by many of the facilitators that have in the past helped to conduct the pre-service program for faculty at our institution. In higher education, the accepted method of instruction is lecturing. TESL training programs that I am familiar with tend to feature classroom presentations in lecture format. This is likely the result of the prevalence of the "empty vessel" philosophy of education. Teachers with this view of education, also known as "banking education," see learning as a unidirectional process and try to fill the *empty* minds of their students with their own knowledge (Crookes & Lehner, 1998). Instructors, even those who know better, can easily become preoccupied with covering as much material as possible. But altering traditional practices is not easy. When contemplating the use of more discussion-oriented and learner-centered instruction, faculty workshop leaders and classroom teachers share similar fears: fear of silences; fear of challenging and quiet students; fear of the unknown directions a discussion can take; and fear of not knowing all of the answers (Eison et al., 1990, p. 85).

So what are some characteristics of successful professional development workshops? Generating an

教師教育において、多くの事前、現職者コースとワークショップが、受講生をまったく魅了することのない伝統的な方法によって指導されている。これらの単一指向的なアプローチが行われているのは、私たちの多くが講義によって教育され、教師は一般的に教育された方法をそのまま用いて指導しているからである。この論文では、参加者が能動的に参加し、向上するよう計画された教師教育プログラムで用いられるタスクについて述べる。この事前教育用プログラムの主な目的は、異なった訓練を受けてきた教師間でコミュニケーションを促進することにある。この専門的な向上を目指すプログラムは、教師間のコミュニケーションを促進するために利用することができる。この活動に参加したワークショップの参加者からの反応も考察される。

atmosphere tolerant of risk and experimentation is something that can benefit faculty developers tremendously. The creation of such an environment can begin in teaching workshops offered by faculty developers (Eison et al., 1990; Gomez, 1995; Master, 1992; Short, 1991b & 1994). However, this can be accomplished only when administrative support is provided. Having administrative backing is particularly important in programs employing innovative teaching approaches. In addition, active learning strategies should be incorporated into professional development workshops. Eison et al. (1990) offer workshop facilitators an extensive list of points for using active learning techniques in teacher training sessions. Finally, effective workshops are organized so that teachers need to collaborate to find possible solutions to salient concerns (Brinton, Snow & Wesche, 1989; Chamot & O'Malley, 1994; Jackson, 1998; Master, 1992).

Professional Development Program and Context

The scope of this paper centers on activities used in several pre-service training sessions. Before introducing the activities I would like to frame them for readers with a description of the institutional context, and a brief overview of the two orientation programs offered to new faculty at our college. (For a more extensive description of these programs see, Sagliano, Stewart & Sagliano, forthcoming.)

Less than 20% of our college's faculty are Japanese nationals. To ensure new faculty members as smooth a transition as possible into new personal and professional circumstances, the college provides two types of orientation programs before they enter the classroom. Personal orientation begins through email, fax, and post immediately after a faculty member is hired, with communication about housing, schools, banking, medical care and other matters of concern. This orientation continues officially for two weeks after new faculty members arrive on campus. In a small liberal arts college such as ours, this kind of extensive personal interaction between veterans and newcomers can forge new relationships and help build the academic community as it eases the transition for new colleagues.

The key professional development concerns for our new discipline-specific and ESOL faculty are learning about ESP instruction, and becoming accustomed to collaborative instruction. Once our new faculty members have dealt with important personal concerns, they begin our three-week professional orientation program. Each of our first- and second-year discipline courses is designed and taught by two instructors; an ESOL teacher and a content-area teacher. Since it is rare to find models in which discipline-specific and ESOL teachers collaborate (Kaufman & Brooks, 1996), it is not surprising that the vast majority of our new faculty members have no interdisciplinary team teaching experience.

Background in ESP varies depending on experience on the job. TESL programs outside of Britain typically do not include specific courses in ESP or content-based instruction (Kaufman, 1997; Kaufman & Brooks, 1996; Master, 1997; Peterson, 1997; Short, 1991a). In addition, few of our content specialists have had prior experience teaching LEP (limited English proficiency) students, and so their understanding of the backgrounds and needs of second language learners is limited.

The pre-service professional development program commences eight weeks before the start of the academic year. It includes nine sessions over three weeks. Most sessions run about three hours. The schedule is structured so that there are no sessions for two days in each of the three weeks. Sessions with social functions are also scheduled.

Communicating About Team Teaching Relationships

At the beginning of teaching collaborations, an issue of immediate concern is the relationship between the instructors. Johnson, Johnson, and Smith (1991) argue that there is not nearly enough collaboration among university faculty members. Higher education researchers have described college professors as isolated, autonomous, and individualistic (Boice, 1992; Hatton, 1985; Johnson et al., 1991; Smith, 1995). Thus, a challenge for facilitators in our faculty development program is to help typically autonomous faculty members become accustomed to the dynamics of collaborative team teaching relationships. Our approach has been to allow faculty to get to know their colleagues and to strengthen relationships with them by having them participate in group problem-solving exercises. This approach reflects Master's view that communication between teachers "is best fostered through preservice and in-service training" (1992, p. 80).

Our professional development program seeks to promote close working relationships between ESOL and discipline-specific faculty. Throughout this pre-service training, both the rewards and challenges of team teaching are acknowledged. To help new faculty members avoid potential interpersonal and professional conflicts, developers indicate probable areas of teaching partner disagreement. The objective here is to have instructors discuss these challenges frankly as they seek solutions to problematic scenarios based on actual cases. This is done by introducing a series of reality-based scenarios (Jackson, 1998) for faculty members to consider through cooperative learning structured tasks.

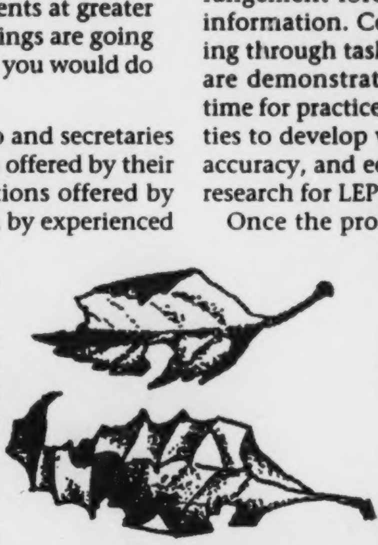
In this session, new faculty members are assigned to interdisciplinary groups. At the start of the workshop, cooperative groupings such as "expert groups" and "cooperative groups" are defined (Olsen & Kagan, 1992). The first activity is a group investigation, and initially participants are organized in expert groups. Each expert group works on solutions to their particular team-teaching challenge scenario. After about ten minutes, cooperative (jigsaw) groups, composed of one member from every expert group, are formed. Every member of a cooperative group is an "expert" about a different team-teaching challenge that has been experienced at our institution. Cooperative group members take turns describing their scenario and explaining the solution chosen by their expert group. Each scenario is discussed in the cooperative group, together with possible courses of action. Cooperative structures facilitate faculty interchange. Thus, teachers share ideas about how challenges in team teaching can be resolved, or avoided. While this is occurring, faculty begin to appreciate each other's points of view.

Next, participants are regrouped and provided with a list of cooperative group roles (Olsen & Kagan, 1992). Each member must perform one of these roles (Gatekeeper, Cheerleader, Taskmaster, Secretary, Checker) while their group considers the following reality-based scenario:

> You have tried to reach your teaching partner to plan your course each week now for the past 3 weeks but s/he is either not on campus or is usually rushed doing committee work and Japanese study. You feel a real need to meet regularly and talk about the course and students at greater length but your partner thinks, "things are going along just fine." What do you think you would do if you were in this situation?

All groups work on the same scenario and secretaries for every group report the suggestions offered by their members to all participants. Suggestions offered by each group are briefly commented on by experienced faculty developers.

This session was well received, with sixty percent of participants rating it as "excellent" and forty percent rating it as "very good." Participants appreciated the "open discussion [and] realistic scenarios." One faculty member said that the workshop was helpful for "recognizing the importance of cooperation between partners." Another wrote that it was "very useful to develop some tools for partnered teaching and especially to have time to think about some of the potential difficulties and brainstorm how to deal with these problems."



Communicating About Course and Lesson Planning

Swain (1996) has pointed out the need for more extensive planning for instruction of integrated curricula. Her concerns about a lack of coherence in integrated language and content instruction have been supported by Snow, Met and Genesee (1989). Kaufman and Brooks inform us that "the design, implementation, and assessment of integrated curricula can be greatly enhanced when teachers of different disciplines form interdisciplinary teams" (1996, p. 233). But, as was demonstrated earlier, few teachers are used to working in dynamic team-based structures. Teaching remains a personal and private act and many teachers are reluctant to share power in planning course objectives and content, let alone share classroom instruction time (Bailey, Dale & Squire, 1992).

Pre-service training sessions at our institution introduce new instructors to several models of integrated classroom activities. Faculty developers have begun to take more care to plan and implement their professional development workshops in a manner that reflects the active learning core of the institution's teaching mission. Thus, new faculty experience, first-hand, examples of the type of classroom dynamics, learning tasks, and teaching approaches that they are expected to employ.

One example of this hands-on practice is the workshops in Computer Assisted Language Learning. Use of computers in teaching is encouraged at our college. So in a workshop, facilitators match new faculty in content-language pairs and instruct each pair to share one computer in the computer classroom. This arrangement forces learners to cooperate and share information. Colleagues communicate while working through tasks. Several classroom-tested activities are demonstrated in an interactive way, allowing time for practice and discussion. These include activities to develop writing and reading fluency, writing accuracy, and editing, and to practice approaches to research for LEP students utilizing electronic sources.

Once the professional development program enters its final week, new faculty members are given tasks that require them to communicate at length with colleagues about course design and teaching in their new institutional environment.

In order to demonstrate practical aspects of ESP instruction more broadly, a collection of materials designed for courses at our college is displayed for new faculty members. This material is collected in one large room and contains work in every aspect of ESP course design. In this self-paced session, new faculty can browse a wide variety of material and discuss their questions and concerns at length with more experienced colleagues. In addition to syllabi, texts, task sheets, and assessment ideas, instructors can also individually examine completed student assignments and watch video recordings of classroom activities.

This material display assists new faculty to prepare for the final pre-service session in which they must describe a lesson plan and one activity that integrates language and content study. One week prior to the conclusion of the pre-service training program, new faculty are asked to meet with an assigned teaching partner and begin course planning discussions in preparation for this workshop. At the final session of this training program, teaching teams are asked to present their lesson plan and one integrated classroom activity. Comments and suggestions are made to each teaching pair after their presentations. The session concludes with an open discussion of teaching issues peculiar to our context.

This session was rated as "very good" by all of the workshop participants. One participant wrote: "preparing the first week of class was very helpful [and] hearing other's plans was helpful too." Another new faculty member liked "the fact that it forced us to get together with our partners and talk and start planning."

Communicating Strengths and Weaknesses of the Pre-Service Sessions

This article deals only with a portion of the activities offered in this extensive faculty development program. Participants in such programs need to be given the opportunity to evaluate them and offer suggestions for improvement. Evaluation of this program occurred at the end of individual sessions and then again three weeks after the conclusion of the program. In this way, participants could focus comments on specific sessions while they were fresh in their minds, and also were able to give general comments about the overall program after a period of reflection. Representative comments of a general evaluative nature are listed below.

Strengths

> The biggest strength, as I saw it, was the use of cooperative learning activities during the orientation itself. It's said people teach as they've been taught ... hopefully this had some impact.
>
> Sharing of teaching activities planned for the first week of classes was my favorite session. It was very helpful to have a chance to start planning, and it was very helpful to hear what others had planned.
>
> I also found the team teaching activities useful largely because in hearing the ideas of the content faculty I worked with in my group, I could anticipate the real problems that might come up in the classroom!

Areas for Improvement

> I didn't like the sharp division between personal and professional orientation. The main problem, as I saw it, was that after we had become familiar with the personal orientation committee members, we were suddenly newcomers all over again.
>
> . . I think that the pedagogical theories of "content-based, active learning" as well as other EFL concepts might have been more openly discussed at the beginning to provide everyone with more of a foundation in and respect of the concepts.
>
> One significant weakness is the listen-in [lecture] sessions.

What advice can faculty developers glean from these comments? It seems that the use of cooperative learning methods in workshops was appreciated and should be continued. Several faculty members complained strenuously about the lecture sessions dealing with administrative issues. One participant made several positive suggestions for ways to "activate" these sessions. However, indications are that it might be advisable to hold administrative sessions separately from faculty development workshops. Comments about the team-teaching challenges and course planning sessions reveal that they were highly appreciated and show that the ideas that were exchanged between faculty across disciplines were valued. Yet, a couple of participants said that they believe improvements could be made in the program if more work were done to ground participants in the theoretical underpinnings of certain teaching methodologies. Finally, it seems that ensuring a continuum between orientation programs could help to establish an atmosphere more conducive to open communication between new colleagues.

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The aim of this paper is to consider how the "English Language Teaching Theory and Practice" class should be implemented in pre-service teacher education at university.

Students have a specific image of English lessons, established on the basis of their own experience in secondary school. In order to change that image, they should personally observe many different lessons, con-sider those lessons by exchanging views with others, and implement a model lesson on the basis of their own teaching plan, ending by reflecting on their teaching by observing their video-recorded lesson.

This process should be implemented through the use of the seminar style because that way they can begin to create their own style of teaching, not just imitations of professional videos or of the lessons which they themselves had in their secondary-school days.

The seminar-style class works very well in leading students to develop their own style of teaching.

木塚雅貴

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Restoring an Equal Balance

The Beneficial Effects of Taking a Non-judgmental Approach to Administrative Observations

Gregor D. Smart

Throughout my ten years as a teacher and during my teacher training experiences I have been both observer and observed. Most recently, as a Chief Instructor at Simul Academy, I have had to observe five to six teachers each term as part of our in-house teacher development program. During this time, I have become much more aware of how my own past observation experiences, postgraduate studies, and gradually evolving beliefs about teaching have had a major influence on my present non-judgmental approach to classroom observation.

Why take a non-judgmental approach to observation?

For many teachers "observation" is synonymous with "evaluation," and is regarded as being judgmental and threatening in nature (Wajnryb, 1992; Richards and Nunan, 1990; Cosh, 1999). This is probably because evaluative observation was an integral part of their own training. While learning how to teach, they were observed by trainers and judgments were made as to whether they were competent to be certified as a professional teacher. For others, evaluative observation has been part of their work experience, in which judgments about their teaching by those in supervisory positions may have been directly related to pay rates, financial bonuses, contract renewals and promotions. At the same time, this limited view of the purpose of observation is also common among supervisors. Their reasons for seeing observation as an evaluative tool may be due to institutional pressures, their own previous experience or because it provides them with an opportunity to justify their own existence.

Observation then, tends to exist solely within a hierarchical supervisor-teacher framework. It is the job of the supervisor to observe a lesson, make decisions about what is good or bad and then proceed to teach the teacher about teaching, so that she will do a better job in the future. The teacher's role is to act on the recommendations, criticism and advice handed down and thus become a "better" teacher. During the observation "feedback session" the teacher's role is essentially passive (Cosh, 1999). She may disagree or question what has been said, but rarely feels comfortable doing so and is often given little real opportunity to do so. When the session is over, teachers may leave feeling resentful, frustrated, or with their confidence having taken a severe bruising. These feelings are unlikely to encourage professional growth. Even if the observation results in a positive evaluation, the teacher often gets nothing more out of it than a pat on the back for having achieved the desired state of "teacherhood" required by the institution or supervisor. There is no mutual exchange of ideas, no discussion of issues and no generation of alternatives that could lead to professional development.

This is all well and good if one believes that there is some ultimate state of "teacherhood" that can be achieved: a state which then qualifies one professional to tell another how to do a better job. As far as I am concerned, however, no such state exists, and as in most professions, there are a number of reasons why people reach supervisory positions: through higher qualifications, length of service, political machinations, the simple fact that no one else wanted the job, or a combination thereof. In drawing attention to this, I mean no disrespect to others in similar positions. All of these reasons reflect the realities of the world of work and I myself, in my present position, am also a product of those realities. However, none of these reasons qualify the observer, whether supervisor or peer, to be judgmental about other teachers. We cannot say that we know *better*; the most we can say is that we know *differently*.

I believe that the only reason for teachers to observe each other and to talk about observations is to learn more about teaching and about ourselves as teachers. The emphasis placed on observation as an evaluative tool within a hierarchical supervisor-teacher framework seems to me the antithesis of this goal. In my experience, when something is imposed on me by a person or institution that is when I am most likely to reject it and to question why I should respect them. I know that I am not alone in reacting in this way: it is a very natural human reaction. Yet such implied imposition is the basis of the more traditional forms of observation. The observer is automatically placed in a position of authority and frequently falls into the trap of *telling* the teacher observed what to do. Furthermore, the hierarchical framework by its very nature also encourages an emphasis on the negative rather than a mutual exchange of ideas.

A non-judgmental approach, on the other hand, makes the ultimate goal of observation the creation of an environment where this traditional hierarchical supervisor-teacher relationship is redefined. This is important for the following reasons:

- There is no one single best teaching method.
- We all have ideas and opinions about teaching which are valuable.
- Teachers need to talk more about teaching to make

our ideas more explicit and to be sure that we are all talking about the same things.

- In order to develop we need to see things from different perspectives and consider various causes and consequences for our teaching actions (Fanselow, 1987, 1992; Ellis, 1994).

Since there is no one best way to teach, none of us can claim that we know best. Since there is no ultimate state of "teacherhood," then the potential for development is unlimited for both observer and observed.

What does it mean to take a non-judgmental approach to observation?

The definition of the word "judgmental" here is key. As human beings we are automatically judgmental by nature, yet most of us are aware that there are also times when it is necessary to suspend judgment. This is what taking a non-judgmental approach to observation is all about. Any time I observe, I am constantly making judgements, although often not on a conscious level. These judgments influence what notes I take while observing, both what I write down and why I write it down. I often catch myself scribbling judgmental comments—and even if I am not writing them down, I am certainly thinking them as I watch.

In order to be non-judgmental in the feedback discussion with the teacher whose lesson I have observed, I first have to go through a process of editing. This ensures that I suspend judgement and that feedback is carried out in a non-judgmental way. My notes are divided into three sections: observations, questions, and comments/suggestions, which are then typed up and given to the teacher to look over and reflect on before we meet. During the editing process I try to choose language which is as neutral and as non-confrontational as possible. By rephrasing my own notes in such a way, I hope that the hierarchical supervisor-teacher relationship can be redefined and that we will enter into our discussion on a more equal footing. If I did not edit my notes, I would be prone to making snap judgments about what I had seen and imposing my values and beliefs about teaching and teachers, without due consideration for my colleague.

> ***I am learning how to talk about teaching in a productive way, in a way that challenges my own beliefs and ideas as a teacher and those of the people I observe, without being negative, overly critical or confrontational.***

Observing myself as a non-judgmental observer

As someone in a supervisory position, I have found my attempts at non-judgmental observation to be very rewarding. The observations and consequent discussions have helped me keep in touch with what is actually happening in the classroom and ensure that my other administrative duties do not distance me from teaching, which is a real danger for those of us in supervisory positions. I have also learned to be more open-minded about different approaches to teaching. Often during observations I have seen teachers try techniques which I had previously read or heard about, but dismissed as not "my kind of thing" or as having little value. Seeing them in practice has given me a different perspective and led me to question previous biases and prejudices. I have come to realize how important an individual teacher's personality and relationship with a particular group of students is in influencing what happens in a class. I have also been able to expand my own horizons as a teacher and take techniques I have seen from classes I have observed into my own classroom. My observations have also given me more ideas to share with other teachers I observe.

In other words, I am learning how to talk about teaching in a productive way, in a way that challenges my own beliefs and ideas as a teacher and those of the people I observe, without being negative, overly critical or confrontational. Perhaps I could have learned some of these strategies through a more traditional approach to observation. However, it is my belief that what has made these lessons meaningful and lasting for me is that they arise out of extended and enthusiastic discussion in a non-judgmental atmosphere. It is the give and take of ideas, the consideration of alternatives and the process of questioning that has truly made being a non-judgmental observer a learning experience.

The impact of non-judgmental observation

For many of the teachers I have observed, my approach has helped them to reflect more deeply on teaching actions that are unconscious or have simply become part of their repertoire. My observations, questions, comments and suggestions have prompted them to consider alternative interpretations of how they interact with students, which has encouraged them to think more about their teaching and themselves as teachers from their students' point of view as well as their own. As a result, they have questioned assumptions about their students that for a long time have influenced what they do in the classroom, and often have realized how these unfounded assumptions have at times contributed to what they have thought of as failures or problems in the classroom. In other situations, they have come to see how something they thought went disastrously wrong actually had some positive outcomes, even if these were not what was originally intended. Most importantly, a non-judgmental approach has meant that teachers' confidence in their own effectiveness has been increased and that an atmosphere of mutual respect has been built up. This allows us to move on together as concerned professionals who feel comfortable discussing teachers and teaching as equals and not within the constraints of a hierarchical supervisor-teacher relationship.

The benefits of a non-judgmental approach for teachers also means benefits for the institution. The creation of an atmosphere conducive to ongoing professional development is more likely to encourage higher levels of commitment to the students and the program. As teachers develop, there are corresponding opportunities for the program and its materials to develop based on real teaching- and student- related criteria rather than simply on the intuitions of supervisors or administrators.

Some problems with taking a non-judgmental approach.

Taking a non-judgmental approach to observation has not been without its problems. I have conducted observation feedback sessions with teachers who clearly expected me to pass judgment on their teaching and to *tell* them what to do to become better teachers. My coping mechanism so far has been to compromise and give explicit advice, while also talking about my own related teaching experiences. I question myself and my teaching as we discuss, hoping that I can act as a role model for the person I have observed. I have also been in situations where the teacher I observed obviously felt that she had reached the mythical ultimate state of "teacherhood" or for some other reason could not see any point in taking part in the kind of discussion I was proposing. With these people, too, I have tried to present myself as a role model, constantly drawing from my own experiences as observer and observed in a non-judgmental context to illustrate the benefits to my own teaching. Restating the goals for non-judgmental observation is another strategy I have called on. I have also had to deal with people who have taken a defensive stand and who have seemed intent on confrontation from the outset. Here again I have repeated the goals for non-judgmental observation, while also engaging in discussion of previous observation experiences to try to defuse the situation. Unfortunately, without so far being able to observe the same teachers over an extended period I do not know how effective these attempts have been.

Yet another difficult issue has been trying to convince those involved in management that observations carried out for professional development purposes should not be used as evaluative tools when it comes to bonuses, promotions and contract renewals. All of these situations suggest that there first needs to be much more dialogue among supervisors and managers as to our purposes for observation and our expectations of observation. Since teachers themselves are rarely, if at all, in the position to request that they be observed in a non-judgmental way, the impetus towards implementing a non-judgmental approach in any institution can only come from us.

Certainly, for me, these on-going misunderstandings prove that it is not enough for a single observer to simply propose and try a new approach. However, it is one step on the road to the above-mentioned ultimate goal of a non-judgmental approach to observation: the creation of an environment where the traditional hierarchical supervisor-teacher relationship is redefined through the practice of helping others learn how to be non-judgmental observers themselves. Only then can observer and observed participate in productive non-judgmental discussions that they, their students, their program and their institution can benefit from.

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Oxford University Press	OBC, 44, 45, 46
Pearson	IFC, 8, 14, 16, 34
Seido	52
The English Resource	56

Developing Naturally

Keith Richards
Aston University

Development, as we all know, cannot be imposed; it is an internal and ongoing process and not something which can be parcelled up or delivered externally. In practice, though, it is easy to slip into the tacit acceptance of a different characterisation. The proliferation of teacher development programmes at all levels, the growth of interest in action research and the success of large-scale development projects can all lead to an assumption that in order to develop we need to attach ourselves to some external programme dedicated to this end.

While not wishing to call into question the worth of such programmes, or the value of the contribution which they have already made to professional development in our field, I should like to draw attention to something which seems to have been overlooked: the importance of development through our day-to-day practice. The assumption that the benefits of engagement in more formal development programmes will accrue naturally may be a dangerous one, because if we fail to nurture more mundane opportunities the effects of such external efforts will sooner or later fade away. In this paper I present the case for raising awareness of this "natural development," drawing on data from a small but successful language school. My aim is to identify features of the environment in that school which may account for its developmental orientation and thereby to indicate ways in which we can all work towards establishing a context which encourages everyday professional development.

The setting

The Pen school is a small language school in the heart of an English market town, attracting adult students from around the world for both general and ESP courses. The school has a core staff of five permanent teachers who have worked together for between fifteen and seventeen years, and it attracts varying numbers of part-time teachers. Although the teachers do not have a financial stake in the school, they were directly involved in its establishment and operate with a considerable degree of autonomy. Success can be measured in a number of ways, but the very positive profile derived from formal external assessments, student performance, student feedback, general reputation and staff continuity suggests that this is a successful school.

I spent the equivalent of twelve working weeks in the Pen, spread over a 15-month period, during which I taught and participated in staff meetings and social activities while keeping fieldnotes, audiotaping meetings and staffroom talk, and interviewing the teachers to understand more fully their professional lives, experiences and beliefs. For reasons of brevity, in this paper I will draw mainly on interview data but will make reference to the outcomes of the analysis of staffroom talk.

Working together

Although development is ultimately an intensely personal experience, its nurture will depend to a large extent on the professional culture in which the individual works. It is here that we have to look in order to identify the conditions which encourage teachers to draw on the resources of their everyday teaching and professional exchanges in order to explore their professional world, advance their understanding and improve their practice. It is through this that natural development takes place.

Relatively little has been written about the world of the staffroom, and much of this makes depressing reading (e.g. Hammersley 1980, 1984; Kainan 1992, 1994), although there is one study based on fieldwork in six successful schools which offered "a positive model of adult relationships" (Nias *et al.* 1989:3). The outcomes of this suggested that what all these schools had in common was a collaborative culture, which was characterised by the following features:

- a sense of independence and collective responsibility;
- recognition of the need for a high degree of occupational competence;
- hardworking teachers with professional pride;
- the selection of staff who share the school's existing values;
- a sensitive and informal head;
- person-centred talk;
- the staffroom as "hub";
- humour.

教室観察し、その結果について討論することの理由は、教育と教師としての自分自身をより多く学ぶことにある。階層的な管理者－教師という枠組みにおいての評価的な観点を含む観察と、本稿における観察とは異なる。観察者は私のほうが良い方法を知っているということはできない。別のものを知っているとしかいうことはできない。評価的ではない観察と討論は、教室内でなにが起こっているかについて、異なったアプローチについて、そして、教師個々人の個性と個々の学習者との関係の価値について認識することができる。教育について生産的な話し合いができることを学習することは、教師としての信念を検討する機会を与え、学習者の視点から、別のあり方を考える機会を与える。いかにひどい結果であっても何らかのポジティブな結果を得ることを教師は悟ることができるだろう。もっとも重要なことは、学習者とプログラムへ高次なレベルでコミットすることを奨励することが、教師自身の自信を増すことに繋がることである。

The Pen school manifested all of these characteristics, and although their relative importance might vary from culture to culture, they provide a useful starting point for consideration of the occupational environment. In what follows, I identify features within four key areas which seem to me to make an important contribution to natural development, and the overlap between these and the above list will become clear. In each case I will, as far as possible, let the teachers involved speak for themselves (all names have been changed).

Institutional

Institutional characteristics are likely to vary widely, and supportive leadership can be invaluable, but the single most important feature *is a place where teachers can meet in order to talk privately*. It is in what Goffman (1969) has called a "back region" that teachers are free to leave behind their "public" face and share their more private reflections. As Goffman noted, these will inevitably involve a rejection of the public persona, so we find jokes at students' expense and at the expense of teaching itself, but time and again, through stories (Richards, forthcoming), jokes, exchanges of information, discussions and casual talk, the challenges of the classroom are taken up and explored with a view to finding ways forward. Without a place to talk, such exploration, and the developmental opportunities it offers, would not be possible.

Professional

If work talk is to be raised above the level of the merely entertaining it needs to be underpinned by *professional commitment*, and there is ample evidence of this in the Pen. In discussing the selection of temporary staff, for example, Jenny emphasises that candidates have to take the job "extremely seriously," while Paul's statement in a staff meeting discussion is a good indication of the professional pride associated with commitment: "I mean it *really* upsets me if I give a bad lesson."

This commitment manifests itself in the *practical orientation* of the teachers' talk, the importance of which has been recognised by more than one researcher:

> In successful and adaptable schools, interaction about teaching is consciously and steadily focused on practice, on what teachers do, with what aims, in what situations, with what materials, and with what apparent results. (Little, 1982, p. 334)
>
> Certain types of structures are more likely than others to intensify and focus norms of good practice: organizations in which face-to-face relationships dominate impersonal, bureaucratic ones; organizations in which people routinely interact around common problems of practice. (Elmore, 1996, p. 20)

Annette's view sums up the general position:

> I love teaching, I love being in the classroom, and I think yes, I think that does give me the biggest buzz still. I don't like what I would term the academic side of things. I'm not an academic, I'm very much a practical person.

This is not to say that theory is ignored or downplayed in the Pen staffroom; it is just that teachers expect it to be anchored to classroom realities.

Personal

The honesty which underlies much of the professional discussion in the staffroom depends on a climate of trust which arises from *shared values*. The importance of this is reflected in the striking similarity between Harry's comment on assessing potential colleagues, that "the first thing that springs to mind is that somebody will fit in with *us* actually, somebody that we can get on with" and those of participants in similar studies: "We've got to be looking for someone who will 'fit' in with the rest of the staff" (Nias *et al.*,1989, p. 79); "I don't think I would have chosen somebody who didn't fit in" (Corrie, 1995, p. 95).

This orientation is not the same thing as an insistence on uniformity, and if development is to take place there must be room for differences of opinion. Along with shared values there must *be respect for differing views*:

> That's what I say, that's what's so good about working here, the fact that we do get on so well even though we do have different ideas. We respect each other's ideas. (Louise)
>
> It *might* be something to do with the slight difference in our personalities, I think. That there's *enough* difference for a conflict of a certain kind all the time. I think that's quite good, that we can strike ideas off each other and don't just completely, blandly agree. I've seen a lot of staffrooms where everyone just sort of [pronounced intake of breath and pause]. I think that's quite unhealthy. And I think we all have come to this with a curiosity about the world anyway—the world in general. Maybe a sort of *childlike* interest in new ideas, and I think that's still there. (Jenny)

These differences emerge in staffroom debate, providing a means of testing and sharpening new ideas and discoveries. They are founded on the professional values I have already described.

Experiential

Although everyday teaching generates more than enough material for discussion and exploration, development can easily stale into recirculated action if it does not draw in the oxygen of new ideas. The importance of making time to keep up with professional developments in order to resist what Apple (1988: 106) has called the "dynamic of intellectual deskilling" is recognised by all at the Pen:

> It's vital to us staying fresh. ... It's very easy to not bother to read that article because, while you're reading in isolation, if you're not really going to get together and talk it through... If you've got somebody whose focus *is* our professional development, who's sort of keeping us on our toes and saying, "Have you read-" and you say, "No I haven't but I will, for the next academic staff meeting," you get that much more out of it than if you just sort of read it one evening before you got to sleep. ... It's terribly important to *us* as professionals, otherwise we *do* feel that we get into the daily grind of the full five hours a day every day. (Jenny)

Weekly staff meetings are divided into administrative and academic, and in the latter colleagues share their discoveries. Occasionally this leads to a shared commitment to experiment with the ideas introduced, sometimes it leads to a debate, but as an observer it was interesting to see the many ways in which new ideas were introduced and explored without any sense of imposition.

Where this *exposure to new ideas* calls into question established practice there must also be an *openness to challenge.* Without this, new ideas can founder on the rocks of conservatism allowing the development of a situation such as that described by Neilsen (1991, p. 676): "Teachers who bring their new ideas and practices to the staffroom threaten to stir up a carefully cultivated atmosphere of boredom and faded ideals." Aware of the danger this represents to a group of teachers who have worked together for so long, Jenny made a conscious effort to employ young staff with fresh ideas because "it makes you re-examine yourself quite often. '*Why* do you do that?' You have to think it through again; you can't just assume that there's a pat answer."

Natural development depends on having the confidence to recognise and respond authentically to the challenge of new ideas and having the awareness to recognise the siren call of conservatism for its own sake. It is difficult to strike this balance alone, but it arises naturally within a genuinely collaborative culture. Perhaps not all the features I have described can be cultivated within all schools, but unless at least some of them are present professional development is unlikely to flourish.

Development begins at home

Having outlined the key features of everyday development within a school context, I should now like to point to the value of seeing all development from this perspective. Apart from the fact that ultimately this is where such development must take place, there are at least two reasons why it is worth giving particular attention to the advantages natural development offers.

It is non-threatening

Development within a school context should always be challenging, but this does not mean it has to be threatening. The problem with external courses is that they carry with them the prospect of failure — a necessary feature perhaps, but not always a positive one. The Pen teachers registered for the RSA Diploma as a group. When it began all seemed well, but the illness of Annette's young child over a long period meant that she was sleeping less than two hours a night and became, in her own words, "a zombie." Course work fell by the wayside and by the time she came to take the examination she had little prospect of success. Her failure affected not only her but all of her colleagues, even though they had been successful:

> I was devastated. ... I thought that I was a bad teacher. Up to then I'd felt that I was a good teacher and I suddenly felt that this was the judgement on my teaching and that it meant that I was not an adequate teacher. (Annette)
>
> It wrecked us. ... We felt responsible for Annette then. (Jenny)
>
> We were all devastated for her because we are such a close group. And therefore we were all feeling quite jubilant but obviously didn't want to show it. (Louise)

This is not an argument against such courses, but an attempt to set them within a wider professional context. If we think of development in only external terms there is a danger that we might devalue it by reducing it to a mere matter of success or failure.

It is career-enhancing

If an argument is to be advanced in support of natural development, it is to be found in the outcomes of research into career development. Huberman (1992:131) sums up the relevant findings succinctly:

> Teachers who steered clear of reforms or other multiple-classroom innovations, but who invested consistently in classroom-level experiments— what they called "tinkering" with new materials, different pupil grouping, small changes in grading systems—were most likely to be satisfied later than their peers who had been heavily involved in school-wide or district-wide projects.

Whether or not such evidence is conclusive, experience suggests that life cannot be lived on a perpetual high; sooner or later we must come to terms with the everyday. Becoming involved in larger projects could perhaps be compared with a love affair: exciting, stimulating, carrying us forward on waves of delight and

RICHARDS, cont'd on p. 59

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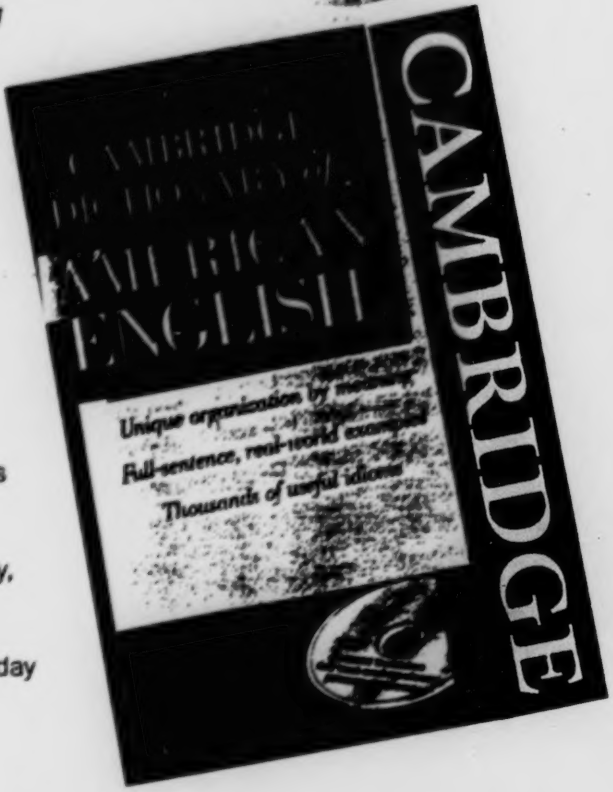
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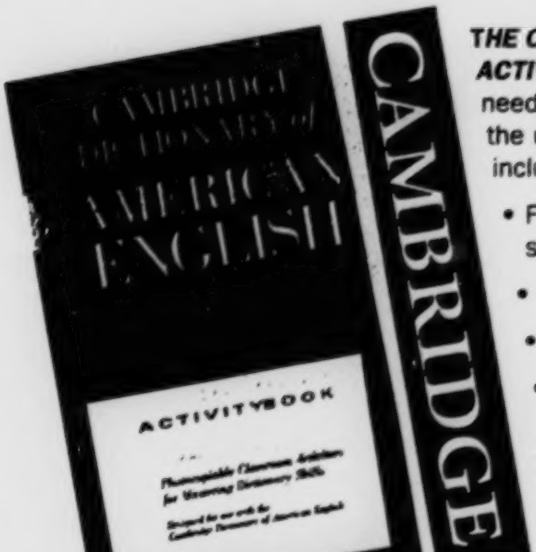
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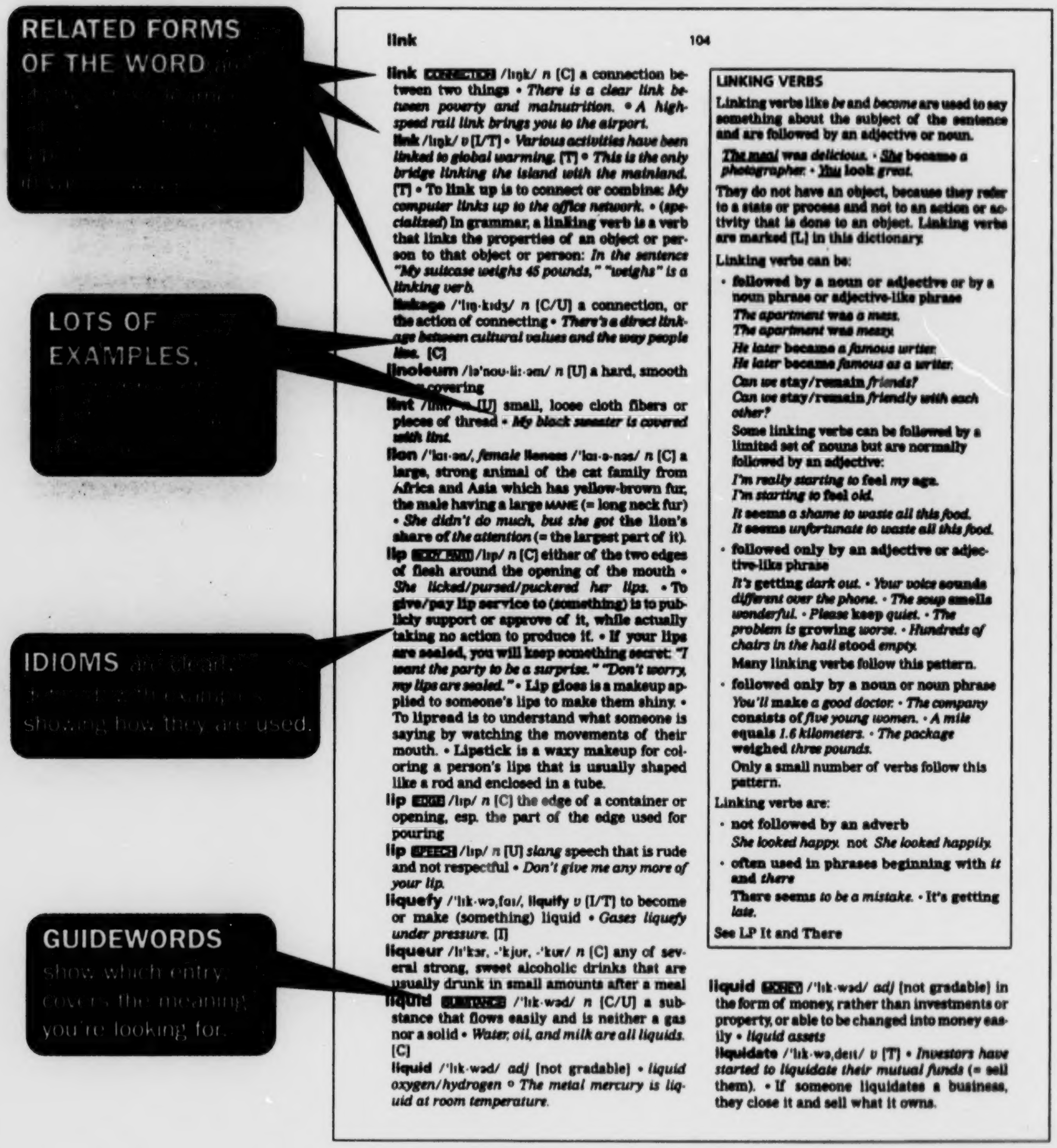

RELATED FORMS OF THE WORD [illegible]

LOTS OF [illegible] **EXAMPLES.** [illegible]

IDIOMS are clearly defined with examples showing how they are used.

GUIDEWORDS show which entry covers the meaning you're looking for.

link 104

link CONNECTION /lɪŋk/ *n* [C] a connection between two things • *There is a clear link between poverty and malnutrition.* • *A high-speed rail link brings you to the airport.*

link /lɪŋk/ *v* [I/T] • *Various activities have been linked to global warming.* [T] • *This is the only bridge linking the island with the mainland.* [T] • To **link up** is to connect or combine: *My computer links up to the office network.* • (*specialized*) In grammar, a **linking verb** is a verb that links the properties of an object or person to that object or person: *In the sentence "My suitcase weighs 45 pounds," "weighs" is a linking verb.*

linkage /ˈlɪŋ·kɪdʒ/ *n* [C/U] a connection, or the action of connecting • *There's a direct linkage between cultural values and the way people live.* [C]

linoleum /ləˈnou·liː·əm/ *n* [U] a hard, smooth floor covering

lint /lɪnt/ *n* [U] small, loose cloth fibers or pieces of thread • *My black sweater is covered with lint.*

lion /ˈlɑɪ·ən/, *female* **lioness** /ˈlɑɪ·ə·nəs/ *n* [C] a large, strong animal of the cat family from Africa and Asia which has yellow-brown fur, the male having a large MANE (= long neck fur) • *She didn't do much, but she got* **the lion's share of** *the attention* (= the largest part of it).

lip BODY PART /lɪp/ *n* [C] either of the two edges of flesh around the opening of the mouth • *She licked/pursed/puckered her lips.* • To **give/pay lip service to (something)** is to publicly support or approve of it, while actually taking no action to produce it. • If **your lips are sealed**, you will keep something secret: *"I want the party to be a surprise." "Don't worry, my lips are sealed."* • **Lip gloss** is a makeup applied to someone's lips to make them shiny. • To **lipread** is to understand what someone is saying by watching the movements of their mouth. • **Lipstick** is a waxy makeup for coloring a person's lips that is usually shaped like a rod and enclosed in a tube.

lip EDGE /lɪp/ *n* [C] the edge of a container or opening, esp. the part of the edge used for pouring

lip SPEECH /lɪp/ *n* [U] *slang* speech that is rude and not respectful • *Don't give me any more of your lip.*

liquefy /ˈlɪk·wəˌfɑɪ/, **liquify** *v* [I/T] to become or make (something) liquid • *Gases liquefy under pressure.* [I]

liqueur /lɪˈkɜr, -ˈkjʊr, -ˈkʊr/ *n* [C] any of several strong, sweet alcoholic drinks that are usually drunk in small amounts after a meal

liquid SUBSTANCE /ˈlɪk·wəd/ *n* [C/U] a substance that flows easily and is neither a gas nor a solid • *Water, oil, and milk are all liquids.* [C]

liquid /ˈlɪk·wəd/ *adj* [not gradable] • *liquid oxygen/hydrogen* • *The metal mercury is liquid at room temperature.*

LINKING VERBS

Linking verbs like *be* and *become* are used to say something about the subject of the sentence and are followed by an adjective or noun.

The meal was *delicious.* • *She* became *a photographer.* • *You* look *great.*

They do not have an object, because they refer to a state or process and not to an action or activity that is done to an object. Linking verbs are marked [L] in this dictionary.

Linking verbs can be:

- followed by a noun or adjective or by a noun phrase or adjective-like phrase

  The apartment was *a mess.*
  The apartment was *messy.*

  He later became *a famous writer.*
  He later became *famous as a writer.*

  Can we stay/remain *friends?*
  Can we stay/remain *friendly with each other?*

  Some linking verbs can be followed by a limited set of nouns but are normally followed by an adjective:

  I'm really starting to feel *my age.*
  I'm starting to feel *old.*

  It seems *a shame to waste all this food.*
  It seems *unfortunate to waste all this food.*

- followed only by an adjective or adjective-like phrase

  It's getting *dark out.* • *Your voice* sounds *different over the phone.* • *The soup* smells *wonderful.* • *Please* keep *quiet.* • *The problem* is growing *worse.* • *Hundreds of chairs in the hall* stood *empty.*

  Many linking verbs follow this pattern.

- followed only by a noun or noun phrase

  You'll make *a good doctor.* • *The company* consists of *five young women.* • *A mile* equals *1.6 kilometers.* • *The package* weighed *three pounds.*

  Only a small number of verbs follow this pattern.

Linking verbs are:

- not followed by an adverb

  She looked happy. not *She looked happily.*

- often used in phrases beginning with *it* and *there*

  There seems *to be a mistake.* • It's getting *late.*

See LP It and There

liquid MONEY /ˈlɪk·wəd/ *adj* [not gradable] in the form of money, rather than investments or property, or able to be changed into money easily • *liquid assets*

liquidate /ˈlɪk·wəˌdeɪt/ *v* [T] • *Investors have started to liquidate their mutual funds* (= sell them). • If someone liquidates a business, they close it and sell what it owns.

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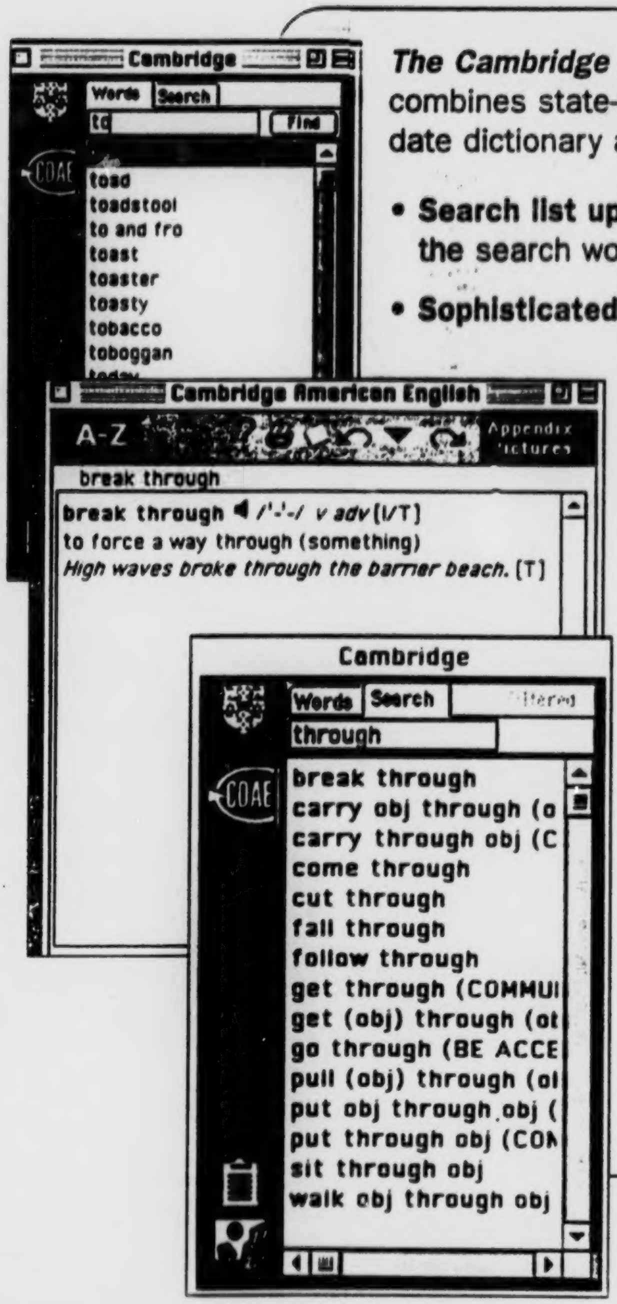
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walk obj through obj

break through ◀ /ˈ-ˈ-/ *v adv* [I/T]
to force a way through (something)
High waves broke through the barrier beach. [T]

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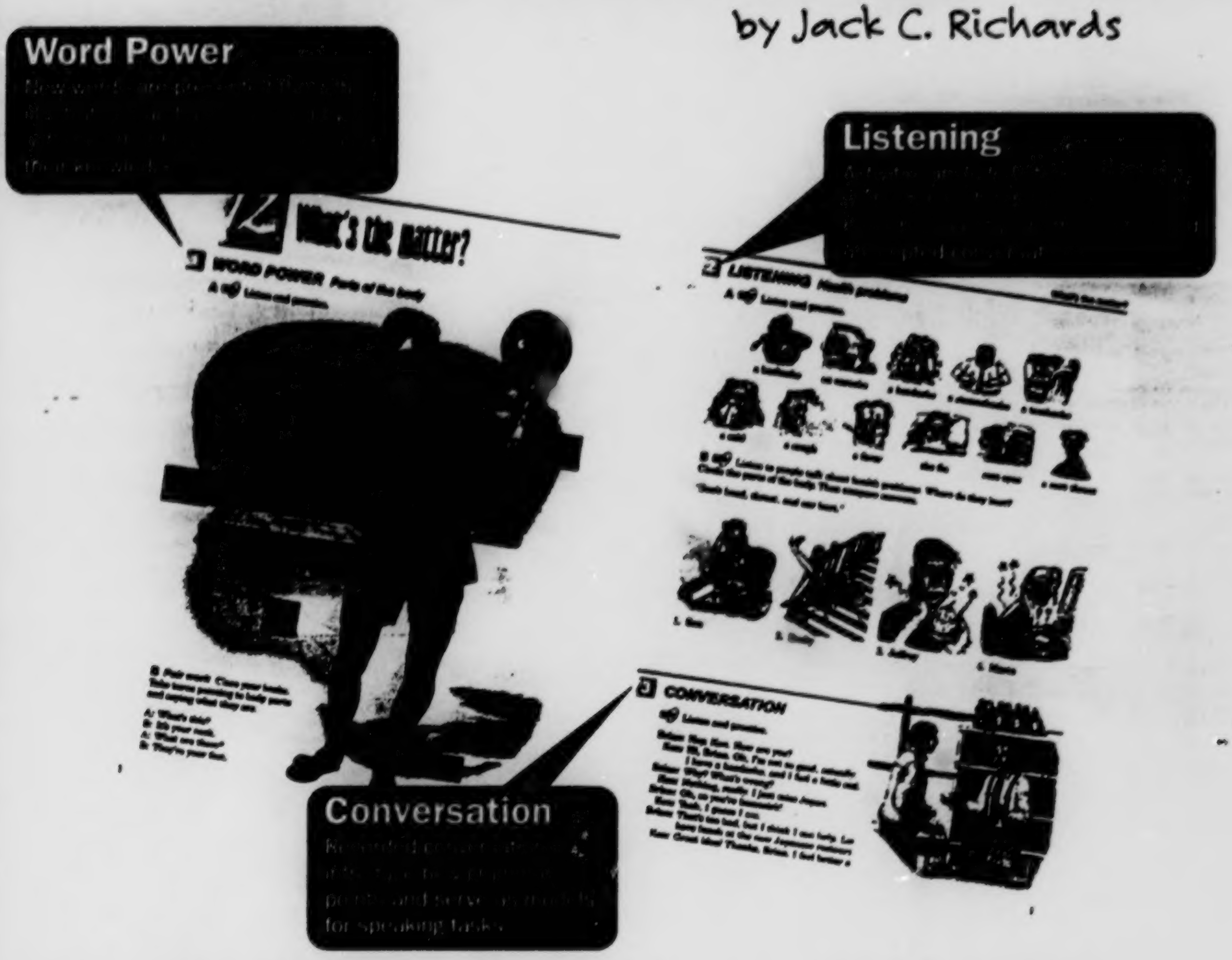

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Taking a Walk on the WILD-er Side of Teacher Development

Alan Mackenzie

The World Wide Web and email have become many language teachers' principle developmental arenas. Email lists such as JALTCALL, TESL-L, AUTONOMY-L and NETEACH-L are being used to share teaching ideas and provide other information helpful to teachers. These sites generate a huge amount of mail, but because of the transience of email there is a lot of repetition and often discussions are "nipped in the bud" by moderators or carried on in private, off-list. Static websites like Dave's ESL cafe (www.eflcafe.com) and the Tower of English (www.towerofenglish.com) principally provide teaching resources for both online and classroom situations, while sites such as the Internet TESL Journal (www.aitech.ac.jp/~iteslj/) replicate academic journals online.

Although these sites offer much information as well as many interactive activities designed for students, there are few interaction-focused activities to be found through which *teachers* can pursue their own development. The WILD-e (pronounced "wild") web site (www.wild-e.org/) aims to fill that gap by functioning as a truly interactive self-access center, within which teachers as learners can help themselves and others to develop in a non-threatening exploratory atmosphere.

WILD-e was set up in October 1997 as an online experiment in changing teacher-teacher communication from the often argumentative and intimidating academic style found in journals and mailing lists to a more personal and collaborative form. A non-argumentative, cooperative style of discourse was seen as essential to make contributors feel welcome, based on the belief that teachers are sharing experiences of separate but interconnected journeys through the same field, rather than attempting to prove their own ideas or to attack others for being wrong. Given the autonomous nature of teaching, the type of discourse that appears on many mailing lists was therefore viewed as potentially destructive and liable to block the growth of ideas and change within teachers themselves (Downing, 1995). In its place, as Krishnamurti (1972) has proposed, WILD-e chose to take the approach that "conflict exists only when you are not learning" (p.2).

By encouraging teachers to investigate their experiences in an honest, non-judgmental manner, the site hopes to act as a focus for building both a personal awareness of one's professional activities and a professional view of one's personal actions. It is also being used to investigate what real issues teachers face that are ignored by the traditional academic press; what personally inspires individual teachers; how those diverse interests can be used for teaching purposes; and what similar insights there might be between TESOL and other, seemingly unconnected fields.

Rather than offer pre-determined information, WILD-e attempts to create a constantly evolving journal of pedagogic discoveries made through self-reflection, presented in an entertaining and even unusual manner. In fact, the site came into existence because its designers (myself and Nanci Graves) were dissatisfied with current forums for development, felt isolated in our workplaces, and were seeking a way to motivate ourselves to explore new approaches in our teaching and in our academic lives. The ultimate goal of WILD-e is motivating other disaffected teachers to do the same, by discovering how liberating communication based on awareness-raising is and just how much it can stimulate the flow of ideas.

Because of the open-ended subject matter and the corresponding approach, it is important that this form of teacher development be presented online in bulletin board form. Firstly, this is because it provides a permanent record of visitors' thoughts and shows the developmental path that discussions take, something that is often lost in email conferences. Also, it creates a certain anonymity: contributors do not have to leave their names, addresses or affiliations anywhere on site. The lack of face-to-face interaction decreases pressure on people who have little confidence in their ideas, and participation is open to anyone, no matter how isolated geographically or ideologically from their colleagues, giving immediate access to multiple, global teaching perspectives and contexts. Finally, the bulletin-board system gives visitors time to reflect on what is being said in the different threads and the freedom to jump into a conversation at any point they like.

Theoretical Foundation

In order to suggest an alternative way for language teachers to use language in a creative manner that would simultaneously help the writer to develop as an educator and stimulate readers to develop themselves, WILD-e was based on the philosophical framework

Wild-e websiteとは、教師教育のためのオンラインのインタラクティブなリソースである。誠実さとオリジナリティーを奨励される不安のない環境で、長短を問わず、教師は個人的、一般的な問題について検討し、表現し、コメントを述べることができる。

provided by the following ten principles of awareness training:

In order to grow as educators we need to

- develop our own autonomy
- respect old and develop new traditions
- understand our own experiences more deeply and how they relate to others' experiences
- heighten our sense of awareness of ourselves and others
- be generous with our ideas, time and love
- have a sense of style about everything we do
- realize the interconnectedness of all things and the true complexity of the universe
- cooperate with and respect colleagues and students
- develop inspiration and creativity in ourselves and in others
- develop ourselves for development's sake.

Each of these principles is explored in-depth in WILD-e (www.wild-e.org/WILD-e/pages/Principles.html), and their expression can be found both in the type of communication that is going on at the site, as well as in the construction of the different activities within WILD-e.

WILD-e's two sub-sections (or "parallel universes" in WILD-e parlance), the interactive and the guided realms, each have five separate sub-areas which provide different lenses through which teachers can become more aware of and gain insight into our profession, our actions and the behavior of our students (Fanselow, 1987).

The Interactive Realm

The different interactive areas are what set WILD-e apart as a teacher development site, providing a variety of immediate access points for contributors and creating, as a whole, an ongoing journal of combined experience. Because all teachers are learners and it is the learners that have to do the learning (Nunan & Lamb, 1996), experiential tasks were seen as the best way to elicit collaborative development from teachers. The interactive realm therefore contains the following five areas, each of which provides different awareness-raising experiences and appeals to different interest areas.

For Meditation: *The Wonderwall*

To date, most people have first contributed to *The Wonderwall*. This is an open, "grafitti space" to put quotations that participants have found inspiring, so that they and others may take the opportunity to meditate on their meaning. Its purpose is to tap inspirational sources in the teacher's experience and give them a forum to share that inspiration with others. This contribution of others' words is both a statement of personal philosophy and a gift to others of a helpful instrument for self-reflection, allowing contributors to state what they want to say without any arguments.

The quotes found there are indeed inspirational, but some are also comic and tend to question the status quo:

> For whatever is written, with whatever purpose, whether to express the struggle for freedom or the passion of a love affair, can only reach towards the power of truth in the measure in which the writer is capable of exploring the splendor of language brought into its service.—Nadine Gordimer
>
> Ideology wants to convince you that its truth is absolute. A novel shows you that everything is relative.—Milan Kundera
>
> If you don't have any teeth, use your gums!—Korean Proverb
>
> You don't have to be sick to want to get better.—Julian Edge

Although there is an additional area where quotes can be discussed, it is little used, perhaps because there is no need. Most of the quotes posted are transparent statements of philosophical belief, most are in tune with one another, and many focus on exploring the meaning of autonomy, which appears to be a major concern for both teachers and students.

For Questioning: *Can You Tell Me Why?*

In *Can You Tell Me Why?* teachers can insert questions about accepted practice and method in the teaching world. Tradition and received behavior are queried and exploration of alternatives encouraged:

- Why do we keep telling students that it's so important to ask us questions while we're often afraid to ask our bosses why things are being done the way they are?
- Why isn't there more communication between teachers of English and other languages?
- Why don't teachers' meetings get regularly assessed for their degree of effectiveness?
- Why don't learners learn what teachers teach?
- Why do school bureaucrats always reinvent the wheel?
- Does being popular with your students mean you're an effective teacher?
- Why do the people who teach the most get paid the least?

In this area, one question often leads to another. People's awareness of their working environment seems to be enhanced by the asking of the simple question: Why are we doing it this way? Some of these questions may have no answers, but an awareness is being built that alternatives need to be developed for current practices that are of no benefit.

For Revealing: *True Confessions*

The Confessional provides an area for teachers to acknowledge their own failings and anxieties, and to see that even the most experienced do things of which they are not proud. Teachers can divest themselves of negative emotions not only by telling others what they have done that they regret, but also by reflecting on why they were ashamed and what they plan to do to change their behavior in the future:

> I'm having trouble getting students to speak in a lower-level freshman listening lab class. The book is absurdly ambitious with uninteresting texts. The activities are only fill-in-the-blank, TOEFL questions, dictation and translation. the professor asked me to prepare some speaking activities, so as I am already teaching 32 hours a week, what I did was think up discussion topics. And of course the students find them impossible to discuss.
>
> I guess I am not really looking for answers...I just wanted to confess a sin. I am ignoring student needs. One student suggested videos, something another teacher (a video freak) is doing. I am resisting this as I don't like television. And the extra work.

The action of confessing helps teachers to reflect on their behavior and the possible dissonance between their beliefs and their practice. By increasing their awareness of what they are doing and why they are doing it, such reflection upon perceived weaknesses also helps them either to develop strategies for dealing with a situation that they may often feel unable to prevent or to ask others for suggestions.

For Exploration: *The Maze*

The Maze recognizes that metaphor both informs and represents our actions and thoughts (Edge, 1992). By understanding and experiencing one thing in terms of another, participants can gain insight into the deeper meaning of their experiences (Lakoff and Johnson, 1980). This area offers teachers an opportunity to create their own metaphors as a way of understanding their own reality, allowing them to take part in a metaphorical journey where connections between teaching, learning and seemingly unrelated actions or objects are explored:

> Learning is like an adventure in the mountains. You have the chance to explore many new places, you climb quickly sometimes, spend seemingly endless time traversing plateaus, you descend into dark valleys, drink from crystal clear streams, and sometimes wander around completely lost. (There is also the potential to starve to death!)

For Relaxation: *The Pub*

Finally, *The Pub* is an area that allows teachers to "shoot the breeze" by bringing up anything they have read on the site or sharing their questions with other site contributors. Discussions here have ranged from how the site might be improved and expanded to the threatening nature of its having a solid philosophy "up front," while other threads have dealt with some of our inspirational sources, such as The Smiths, Oscar Wilde and Joe Orton.

In sum, the interactive realm was designed to encourage an exploratory rather than an argumentative discussion style, and to foster examination of participants' personal realities in light of multiple perspectives. The hope is that language teachers will thus develop their own language awareness through the effort to become more non-judgmental, respectful and constructive.

The Guided Realm

The guided realm contains areas for more considered pieces of writing that have been developed over time. Again there are five main categories. "Reviews" explores what inspirational non-academic sources (music, movies, fiction etc.) can tell us about learning and teaching. "The W-files" makes use of the metaphor of the TV show *The X-files* to explore phenomena in teaching that are difficult to explain and rarely tackled in academic investigations. "Features" contains longer explorations on a variety of issues, while "Nexus" provides practical lesson plans and strategies for classroom practice. Finally, "The Outhouse" points to sources outside WILD-e that may be of interest.

What seems to happen when people first write an article for the guided realm is that they produce powerful, personal pieces of writing based on their own experiences and often fuelled by righteous indignation of some kind, as if they feel they have been silenced for a long time.

For example, Petra Kay's "The Metaphysics of the Word: The Gist-Spirit, The Gist-God and The Spirit-of-Metaphor" starts with a revelation: "I was granted a Vision of Joy and a Vision of Horror that was to mark me forever" (Kay, 1998). It continues on to describe a conflict in beliefs between herself and her employer, including a plea for greater consideration of the beauty, artistry and multiple meaning of language, in contrast to the current trend for dealing primarily with the gist and main points.

Similarly, the conflicts described in "Sara's self-analysis" are concerned with painful interactions with another teacher. Through the act of writing, Sara resolves the issue for herself and comes to the conclusion that,

> It is only when we begin to share our experiences that they are elevated to the realm of collective wisdom. In doing so, we gain the power to analyze relationships and transform negative encounters into opportunities for self-development and learning. (Gayler, 1998)

MacKenzie, cont'd on p. 39.

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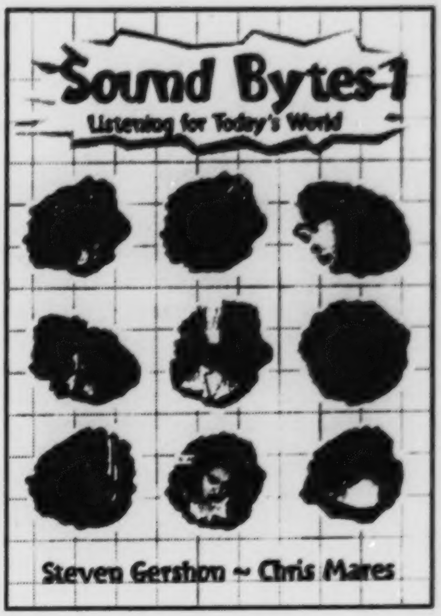

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A Chapter in Your Life

Hiroshima Chapter

It would be difficult to give a profile and history of the Hiroshima Chapter without citing several names. Indeed, despite being a medium-sized chapter, far away from Tokyo, many of its members have been involved as national officers, editors of *The Language Teacher* and JALT Journal, JALT Conference committee members, SIG coordinators and volunteers. However, the fear of omitting someone will prevent this article from being a "Who's Who of the Hiroshima Chapter." Nevertheless, one name has to be mentioned—that of our "founder," Marie Tsuruda.

Marie started the Chugoku Chapter in February of 1978; it became the Hiroshima chapter after other areas such as Okayama and Yamaguchi formed their own chapters. According to Marie, 60 participants at the very first meeting joined on the spot and membership has held steady at around 80-90 throughout the years. As with other chapters outside the Kanto & Kansai regions, membership spiked (150) in the year of our conference—JALT96.

JALT96 was truly a team effort owing its success to the multitude of volunteers who helped out. The theme, "Crossing Borders," reflected the genuine international participation of presenters from around the world, including the speakers from UNESCO/Linguapax. It was rewarding for those of us on the Conference Site Committee to receive so many compliments from participants on our organization, facilities, and city.

The Hiroshima chapter faces the same challenges that other chapters face: how to maintain/increase membership and how to offer its members valuable services on a tight budget. The solutions that have worked for this chapter include communication, variety of programs, and utilization of local talent.

In order to remind members and non-members of upcoming presentations and keep them informed of job opportunities, a bilingual email list has worked very well. It is not only quick and efficient, but it's far more economical than using the postal service. (If anyone would like to be added to this list, please send an email to: capper@suzugamine.ac.jp or phone Mark Zeid at 082-231-4008.) In addition, residents and visitors to this region can find information about upcoming meetings at our website at http://litcal.yasuda-u.ac.jp/student/jalthiroshima.html with links to JALT National and to our newly created bulletin board. We would like to encourage all to visit this page and participate in discussions on the bulletin board.

Periodic questionnaires sent to our members also allow us to obtain feedback on preferences such as meeting times, presentation topics, and types of activities. To illustrate the variety of programs slated for this year: teaching TOEIC/TOEFL, teaching children, classroom stress, composition, grammar-translation, JHS & HS issues, storytelling, NLP, using Japanese in the classroom, computer software and reading and vocabulary games.

Although we were able to attract such famous speakers this year as Carolyn Graham and Mario Rinvolucri, we are also fortunate to have many talented, local presenters with modest transportation expenses. This combination gives us a good variety without putting too much strain on our budget. To satisfy members' demand for different topics, our meetings sometimes feature two or three speakers giving mini-presentations and workshops. Members take advantage of the coffee breaks during regular meetings to network and share information. When renowned speakers visit, we sometimes have dinner parties, giving attendees the opportunity to speak directly to them.

In addition to regular monthly meetings, we also hold annual events such as a spring picnic, a potluck *bonenkai*, and a book fair. The picnic is usually held near the Hiroshima castle and the *bonenkai* gives members a chance to exchange recipes as well as ideas in an informal atmosphere. The book fair (January 23, 2000) gives members and non-members unable to travel to the national conference the opportunity to choose textbooks and materials for the following academic year.

Currently our "home" is the Hiroshima International Center in the Crystal Plaza across from the ANA Hotel in downtown Hiroshima City. Meetings are usually held there once a month on Sundays from 3:00-5:00 p.m. Occasionally, meetings take place at the International Conference Center (site of JALT96) near the Peace Park museum. Please check out our website for upcoming meetings and events. We hope to see you soon!

Nelson Einwaechter

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edited by sandra j. smith & oishi harumi

Speaking, Understanding, Developing

Julian Edge, *Aston University*

Of all the activities, tasks and exercises I have experienced in teacher development, either as participant or facilitator, in thirty years of TESOL across a range of national and educational cultures, the one which has regularly been the most powerful is the one I would like to share with you here.

I realise that that sounds a rather overbearing kind of a claim, but from where I stand, it's just an honest statement of the way I see things.

The task sounds very simple, and it certainly can be done superficially, but it usually engages people more than you might expect, and it usually opens people up to insights into their own interactions and potential that can be a springboard for further developmental work. The task comes in three parts. This is it:

A. Individual: Read the following story.

> In another country, at another time, there was a girl called Lima. Lima's mother died soon after Lima was born. Her father, a very poor man and himself uneducated, made it his main aim in life to make sure that Lima got a good education and so could live a better life than he and her mother had had. To this end, he made every sacrifice and, when Lima graduated from school and won a place at a teachers' college, he was a very proud and happy man.
>
> Lima had lots of fun at college, but did very little work. When the time came for the final examinations, it was clearly going to be impossible for her to pass. Without her teaching certificate, she would not be able to get any kind of job.
>
> The college had a system of personal tutors, to whom students should go if they had a problem. Lima asked her tutor what she should do. This woman said,
>
> *"Lima, I have been telling you for three years that you need to work harder. It's too late now, there's nothing to be done."*
>
> Lima then went to see one of her lecturers and told him the problem. He said that he would show her the examination papers before the exam if she would go to bed with him. She did so, and passed the examinations.
>
> However, Lima also became pregnant. When her father found out, he threw her out of the house and refused to have anything more to do with her. He said that as far as he was concerned, he did not have a daughter anymore.
>
> Now homeless, penniless, and expecting a baby, Lima met a much older man who was a widower with three children. He said that he would be prepared to marry her as long as she stayed at home and looked after his house and the children.
>
> I never heard what happened next.

Now, without talking to anyone else, number the characters from 1 to 5 according to how easy you find it to sympathise with their actions. Number 1 is the character with whom you can most easily sympathise. *Do not let anyone else see your sequence.*

Lima Father Tutor Lecturer Widower

B. Small Group/Pair

Sit in a group of three. Read through the instructions and decide who will be Speaker, Understander, and Observer. Then carry out the task. If there are just two of you, or if pairwork is more convenient, then work without the Observer.

The Speaker

Tell the Understander what sequence you put the characters in and why. Do not speak for more than five minutes. When the Understander repeats your sequence and your reasons back to you, listen carefully to see if you have been properly and fully understood. Make additions or corrections where necessary.

The Understander

Put out of your mind your own sequencing of the characters in the story. Listen carefully to the Speaker. Don't make notes. Concentrate on making the Speaker feel well listened to. Do not show any signs of agreement or disagreement with the Speaker. Your job is to understand what the Speaker has to say as well as you possibly can, leaving your own opinions out of it. To show that you have understood what the Speaker has told you, repeat back to the Speaker his or her sequencing of the characters and the reasoning behind it. This repetition is called reflecting. You don't have to try to use exactly the same words as the Speaker, but you must do your best to capture the exact meanings that you have understood. You can either wait until the Speaker has finished before reflecting, or, if you can't remember that much, come in while the Speaker is talking. The purposes of reflecting are:

- to check comprehension and communication of ideas and feelings;
- to demonstrate respect and increase empathy;
- to provide a basis for developing the Speaker's ideas.

The Observer

Pay particular attention to the Understander, noting any non-linguistic communication. Also pay special attention to the Understander's attempts to reflect, noting anything that seems particularly successful or unsuccessful. Remember, it should not be possible for you to tell what the Understander thinks about the Speaker's sequencing and reasons for that sequencing. After not more than ten minutes, lead a feedback session, contributing the above information and asking for the reactions and contributions of Speaker and Understander. The following questions are central:

> Did the Speaker feel well understood? What was this feeling like?
>
> Did the Speaker understand his or her own ideas better after having expressed them?
>
> Did the Speaker's ideas develop at all as they were being expressed?
>
> How did the Understander feel while trying to reflect without revealing his or her own opinions?
>
> How does the Speaker feel about not having heard the opinions of the Understander and Observer?

C. Whole Group

If you are working as part of a larger group of people, get back together now and talk about what happened in the pair/small group activity. Talk especially about what it was like to be in the role of Speaker and Understander.

◆

What's the point of the activity? Well, in one sense, it goes back to the following statement by Carl Rogers (1951/1992, p. 28):

> I would like to propose, as a hypothesis for consideration, that the major barrier to mutual interpersonal communication is our very natural tendency to judge, to evaluate, to approve or disapprove, the statement of the other person, or the other group.

One purpose of the activity, then, is to give the Understander the experience of trying to put aside this *"natural tendency to judge."* A common initial outcome for the Understander is a sense of frustration, a frustration which arises from not being allowed to take up one's "natural" amount of interactional space. On the other hand, what is on offer is the chance to:

- learn a way of consciously disciplining your interactional style;
- learn really to listen to, and appreciate, someone else in a way which exceeds what you normally achieve;
- hear and understand opinions, positions and perspectives which would not normally be available to you;
- become actively involved in helping a colleague develop their own ideas and plans out of their own understandings of their own experience.

To take a current example, if you were put off by the pomposity of my opening claim about the activity represented above, that evaluation will have got in your way of understanding what I am trying to share with you. If you are able to put aside such feelings, you will be more open to hearing and understanding me.

The point about helping a colleague develop demands a little more comment. Again, the background to it can be captured in a quotation from Rogers (Rogers and Freiberg, 1994, p. 288):

> One way of assisting individuals to move towards openness to experience is through a relationship in which we are prized as a separate person, in which the experiencing going on within is empathically understood and valued.

Let's continue from that point by shifting our attention to the Speaker. One purpose of the activity is to give the Speaker the experience of expressing their ideas in a situation where they will not have to defend them, but they will have to make them very clear. A common outcome for the Speaker is a sense of frustration, a frustration which arises from not receiving the usual amount of interactive feedback. On the other hand, what is on offer is the chance to learn how to:

- take responsibility for expressing your ideas and plans clearly;
- use the opportunity provided by the Understander's reflecting your ideas back to you to clarify and improve those ideas;
- accept help in the development of your ideas without that help having to take the form of suggestions, advice, or any other form of evaluation.

So, the translation of this activity into our professional lives goes like this: if, instead of thinking about Lima, a teacher is working on a better way to pronunciation or an ethical way of reducing the amount of marking they have to do, some find it useful to have a relationship with a colleague in which that colleague takes on for a while the difficult but highly supportive role of the Understander, while they as Speaker work on their own ideas, based on their own experience, understandings and intentions. I am not putting this forward as speculation, I am reporting from practice.

I have to make it clear that I am not suggesting that we should abandon our exchanges based on evaluation: our discussions, suggestions, arguments, debates and disagreements. I am saying, however, that we can do better than limit ourselves to only that style of exchange, especially when a complementary possibility is available. It may just be that this is an idea whose time is coming around, inasmuch as Deborah Tannen's new book ends with the following plea in the face of the increasingly negatively adversarial culture which she identifies in many aspects of our lives (Tannen, 1998, p. 298):

> We need to use our imaginations and ingenuity to find different ways to seek truth and gain knowl-

edge, and add them to our arsenal - or, should I say, the ingredients for our stew. It will take creativity to find ways to blunt the most dangerous blades of the argument culture. It's a challenge we must undertake, because our public and private lives are at stake.

I do realise that I am sailing deep waters here in the skiff of a single artificial activity, and that I am carrying very little intellectual ballast. But I guess that, in essence, all "My Share" activities are like that. Writers don't just want to share an activity with you, they want you to share the excitement and the sense of achieving something that they get from the activity. And each activity can only make sense in some kind of framework of shared purpose and values.

The purpose of this work is to enhance the possibilities for individual self-development based on the values of mutual respect, trust and empathy. As well as encouraging individual growth, the work can influence, both directly and indirectly, the spirit of collegiality which exists between two people, or among a group of colleagues, or throughout an institution. The activity I am sharing with you here is an introduction to a form of one-to-one collaboration, but in our work at Aston University we have also developed a form of what we call Group Development which brings together the six full-time members of the Language Studies Unit in regular meetings run on the same principles.

I can't go into all that here. If you want to read more about the ideas that inform this activity, you could follow up the references I have given. I lay out the original scheme of teacher development into which this activity fits in Edge 1992a, 1992b. If you try out the activity and think that there might be something in there for you, then talk to other people about it. Get in touch with me, or with the editors of this issue of *TLT*, or get involved in JALT's teacher development SIG and you will find like-minded people with whom you can develop your own way forward.

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Rogers, C., and Freiberg, H. (1994). *Freedom to learn* (3rd. ed.). New York: Merrill/Macmillan.

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* * *

MacKenzie, cont'd from p. 33.

These articles constitute a form of creative expression that needed only the freedom to be allowed to happen. For contributors, it is a liberating feeling to know that they can say anything they wish in a thoughtful and entertaining way—rather like they might at a dinner party—to an audience that will listen, think about what was said and then comment on it if they feel the desire. WILD-e also allows different people to contribute in different ways, thus encouraging teachers to utilize other linguistic skills that academic publications do not tap. Petra, for instance, is a poet applying her talents to teaching, while writing for WILD-e appeared to open a floodgate for Sara, who subsequently started writing for other publications as well as developing her own teaching materials.

Conclusion

Krishnamurti (p. 56) notes that that there is a human tendency to "fix a direction, and avoid everything else," yet it is precisely the "everything else" that WILD-e is interested in exploring. As a journal of individuals' learning and teaching experiences, WILD-e will continue to grow and develop organically with a small band of contributors. The ultimate aim of WILD-e is to exist: to be there as an interesting alternative to the traditional teaching press and to challenge authority and received wisdom whenever necessary. Through the medium of the Internet, WILD-e seeks to simultaneously encourage cooperative solutions and increased personal awareness of the teaching/ learning condition. Contributing to WILD-e is a form of self-liberation rather than a professional duty that is designed to enable individuals wherever they are to share their experiences and find commonalities which will help them in both their personal and professional lives.

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Suggested Further Reading

Stevick, E. (1980). *Teaching languages: A way and ways*. Rowley, MA: Newbury House.

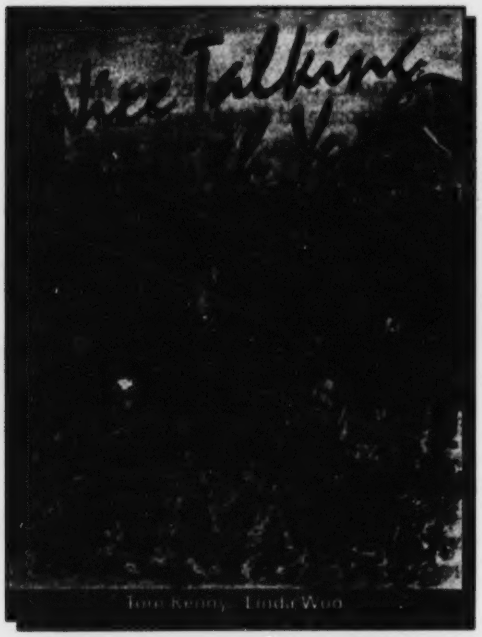
The works of Oscar Wilde.

703

Nice Talking NEW With You

Developing Fluency with Conversation Strategies

Tom Kenny / Linda Woo



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Book Reviews

edited by katharine isbell & oda masaki

A Novel Approach: Fried Green Tomatoes. Elizabeth Gareis, Martine S. Allard, Susan Gill, and Jacqueline J. Saindon. Ann Arbor: University of Michigan Press, 1998. Student workbook: pp. x + 83. $16.95. ISBN: 0-472-08495-X. Teacher's manual: pp. vi + 85. $18.95 ISBN: 0-472-08495-4.

This is one of a series meant to complement reading an authentic novel, or watching a filmed version of the story. Others in the series include Jerzy Kosinski's *Being There* and Stephen King's *The Shawshank Redemption* (reviewed 8/99). American actress-turned author, Fannie Flagg, has written a story of love, fear, and food set in the now-abandoned hamlet of Whistle Stop, Alabama. Ninny Threadgood, a resident of a semi-rural home for the aged, tells her story to stranger Evelyn Couch. Ninny relates stories of her putative cousin Idgie and Idgie's soulmate and country cafe co-owner, Ruth. The 1992 movie version, starring Jessica Tandy, Kathy Bates, Mary Stuart Masterson, and Mary-Louise Parker, spent much time juxtaposing memories and the wonders of Southern cuisine, leaving viewers simultaneously melancholy and hungry. Luckily, detailed recipes are included in the book.

While it is preferable to use the entire story for a sense of completion in an intermediate-advanced reading, video, or critical thinking class, it is also possible to use certain selected scenes or stories within the narrative. The anecdotal, storytelling structure of the work makes such decisions possible. Much depends, of course, on actually obtaining the video or novel—they have to be rented or purchased separately. In any case, the student workbook proved lively and interesting, the teacher's manual readable and teacher friendly. The manual gives solid support in the form of a sample lesson plan, plus a series of ten quizzes of ten questions apiece.

Using the material and video together, my class tried some of the previewing, viewing and postviewing activities. One of the three previewing questions, for example, asks students to role-play as de facto producers and casting directors. "Whom would you choose to play the main roles? Which scenes from the novel would you [keep]. . . , Would you change the story in any way? Why or why not?" (p. 77) These lines of enquiry are certain winners, and they can surely elicit many comparative-superlative questions and opinions. The sixteen viewing activities were fairly difficult—asking students to select and research idioms from movie dialogue, predict the course of the plot, envision the same story in Japan, and write an internal monologue for one of the characters. The monologue notion would seem a worthy idea for a journal writing exercise.

Finally, a critical thinking class would be well served by one of the 12 postviewing questions, which asks students to "Research the history of homosexuality in Hollywood and discuss it with your classmates." (p. 80) This is in reference to the possibility that director Jon Avnet chose to water down the lesbian subtext to Ruth and Idgie's relationship as limned in the novel. Other postviewing activities include researching "several reviews. . . and comparing them. . . seeing which are most positive and most negative" (p.81) as well as asking students to play critic and hand out stars or "thumbs up and down" after oral reviews. Students are also encouraged to confer awards on members of the cast or production staff, which could be an interesting Theatresports-style role-play.

The book, video and recipe all share more than a common name; there is no doubt at all that they will also share a healthy and lengthy shelf life in the years ahead.

Reviewed by Tim Allan
Kwassui Women's College, Nagasaki

Interchange Placement Test. Jean Turner, Suzanne Laurens, Robin Stevens and Troy Titterington. Cambridge: Cambridge University Press, 1997. Test administration and scoring guide: pp. 12, Test and answer sheet: pp. 16. ¥4,640. ISBN: 46759-4.

A new addition to the extensive *Interchange* family of materials which includes textbooks, teacher manuals, workbooks, videos, and audio tapes, the *Interchange Placement Test* is designed to help educators determine the appropriate *Interchange* materials students should use. The test consists of two basic parts: a multiple-choice test and a conversation test. The multiple-choice test has three sections: 18 listening items, 18 reading items, and 34 language-use items. The package includes a master test and answer sheet for authorized copying of individual tests for each test-taker. There is also a manual for test administrators and a cassette for the listening part of the test.

The listening section consists of eight brief conversations followed by one, two, or four multiple-choice questions. Test-takers are expected to draw conclusions from the interaction in order to choose the appropriate answer. The reading section consists of six passages ranging from six short sentences with a single multiple choice question to a half-page article which is followed by five multiple choice questions. The language-use section involves choosing the appropriate form to complete sentences such as *I have very ____ time for exercise* with the choices of *few, many,* and *little* given from which to complete the sentence. The conversation test, which involves questions and tasks that relate directly to the conversation levels in the *Interchange* series, is scored according to comprehensibility and accuracy.

The score for the written test is then used to place students into different levels of the Interchange program. In the recommended placement scores, students are divided into nine levels from Intro, Level 1, Level 2 and Level 3 with each level being divided into first half and second half. The ninth level is beyond the *Interchange* curriculum. The authors suggest that the speaking test can then be used to fine tune the results to the extent of even totally overriding the results of the written test in cases where the two tests yield radically different results. They say that the score guidelines are only suggestions and should be adapted to the needs of individual programs.

I used the test with intermediate- to advanced-level students at Hiroshima University. I had already selected the students and the texts (*Interchange 2* and *3*) so I used the test to divide the group in half. I only gave the speaking test to those falling in the middle on the written test and used this information to make the final placement. Judging from the class results, this placement test did a good job of providing a basis for placing students in appropriate groups.

The *Interchange Placement Test* is another high quality component of the Interchange family of classroom materials, and it can provide a solid basis for determining the placing of students using *Interchange* course materials. However, it should not be used blindly, and the results should be interpreted while keeping in mind the skills and needs of the particular students with whom the materials are being used. For example, it is probably true that for many Japanese students the written test scores will be much higher than the spoken test so that an instructor may wish to place students one or two levels lower than that suggested for written scores.

Review by Brian Teaman
Institute for Foreign Language Research and Education
University of Hiroshima

Idle Chatter. Margaret Von Perger. Melbourne: Oxford University Press, 1997. Vol. 1: pp. x + 110. ISBN: 0-19-554005-0. Vol. 2. pp. vii + 128. ISBN: 0-19-554007-7.

Idle Chatter is a two-volume spelling/sound recognition work—intermediate and upper-intermediate/advanced—with accompanying tapes. The 18 chapters in both books cover the same 20 vowel sounds. Line drawings of the lips and mouth open each chapter, followed by a dozen or so examples of the different spellings one may encounter for that sound. Each unit is rounded out with dialogues and gap-fill/word find exercises. For instance, Unit 2 of Volume 1 presents the [I] sound with its spelling appearances in *sieve, build, cabbage, pretty, gymnasium, busy,* and *women*. Volume 2, on the other hand, refers the learner to a much longer list of a hundred or so words for each sound found at the back of the book. Students are advised to learn the spellings before doing the comprehension and cloze listening exercises.

The varied and ingenious dialogues that serve as practice throughout the two volumes are great value in themselves. These original, natural-sounding conversations provide a lot of idioms such as *through thick and thin, feeling the pinch,* and *don't know him from a bar of soap* as well vocabulary for real-life situations: *She gave birth to our child, they thought she might have to have a Caesarian, the baby turned around* (Vol. 1, p. 61).

In my experience, much of the difficulty in Asians' pronunciation comes from the rhythm and pitch changes that mark the new language. The importance of the melodic rise and fall of whole sentences is not touched on in the text; conceivably a student might be able to faithfully reproduce the individual sounds of each word without being able to produce sentences that are understandable for native speakers.

Relying on the written word to learn pronunciation is an unfortunate learning strategy. Although there is a wonderful selection of dialogues, the two volumes reinforce this concept. However, my own students loved the opportunity the books provided to refine the pronunciation of the individual sounds. I used the introduction from each chapter with its short list of examples and a few lines of one of the three dialogues in each chapter for a once-a-week pronunciation course I taught. Student liked having the difficult sounds together in accessible groups.

As a final comment, I would have liked to see the ubiquitous *schwa* sound receive more attention than a brief paragraph in the introduction. It is after all the most frequently occurring sound in English. Even an effort to say a single word such as *bacon* for instance, in Unit 13, Book One, will not be very satisfactory if *on* is not pronounced as a schwa.

Nonetheless, Margaret Von Perger's two volumes are a worthy attempt to draw together all the mysterious spellings of various vowels in English, and the dialogues are appealing in their own right. The way these books are used will, as always, dictate their success. They are an attractively presented, comprehensive collection of many of the sound-spelling contradictions which challenge the courage of learners of English.

Reviewed by Sue Sullivan
Hagley College & University of Canterbury,
Christchurch, New Zealand

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of November. Please contact Publishers' Reviews

Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

!Burke, D., & Harrington, D. (1998). *Street talk: Essential American slang & idioms* (student's). Studio City: Caslon Books.

Gallagher, N. (1999). *Delta's key to the TOEFL test* (text includes practice tests, tapescripts). IL: Delta Publishing Company.

Jones, L. (1998). *New Cambridge advanced English* (2nd ed.) (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

Lazar, G. (1999). *A window on literature* (student's, cassette). Cambridge: Cambridge University Press.

*Littlejohn, A., & Hicks, D. (1998). *Cambridge English for schools: Book four* (student's, teacher's, workbook, cassettes, workbook cassette). Cambridge: Cambridge University Press.

*O'dell, F. (1997). *English panorama 1: A course for advanced learners* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

*O'dell, F. (1998). *English panorama 2: A course for advanced learners* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

Richards, J. (1998). *Changes intro: English for international communication* (student's, teachers, workbook, cassettes). Cambridge: Cambridge University Press.

!Richards, J., & Sandy, C. (1998). *Passages: An upper-level multi-skills course* (student's, teacher's, workbook, cassette). Cambridge: Cambridge University Press.

*Slater, S., & Haines, S. (1998). *True to life: Starter* (student's, teacher's, workbook, cassettes). Cambridge: Cambridge University Press.

*Spratt, M., & Taylor, L. (1997). *The Cambridge CAE course* (student's, teacher's, workbook, cassettes).

English for Business

Jones, Leo. (1998). *Welcome: English for the travel and tourism industry* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

*Jones-Macziola, S. (1998). *Further ahead: A communication course for business English* (student's, teacher's, workbook, cassette, workbook cassette). Cambridge: Cambridge University Press.

MacKenzie, I. (1997). *English for business studies: A course for business studies and economics students* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

Grammar

Gammidge, M. (1998). *Grammar works 1* (student's, teacher's). Cambridge: Cambridge University Press.

Gammidge, M. (1998). *Grammar works 2* (student's, teacher's). Cambridge: Cambridge University Press.

Obee, B. (1998). *Cambridge first certificate: Grammar and usage* (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

Listening

*Espeseth, M. (1999). *Academic listening encounters: Listening, note taking, and discussion: Content focus, human behavior* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

Reading

Roberts, P. (1999). *Cambridge first certificate: Reading* (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

Supplementary Materials

*Hancock, M. (1998). *Singing grammar: Teaching grammar through songs* (resource book, cassette). Cambridge: Cambridge University Press.

*Obee, B. (1999). *The grammar activity book: A resource book of grammar for young students*. Cambridge: Cambridge University Press.

*Wallwork, A. (1999). *The book of days: A resource book of activities for special days in the year* (resource book, cassettes). Cambridge: Cambridge University Press.

Vocabulary

McCarthy, M., & O'Dell, F. (1999). *English vocabulary in use: Elementary*. Cambridge: Cambridge University Press.

Redman, S., & Shaw, E. (1999). *Vocabulary in use intermediate: Self-study reference and practice for students of North American English*. Cambridge: Cambridge University Press.

Writing

MacAndrew, R., & Lawday, C. (1999). *Cambridge first certificate: Writing* (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

For Teachers

Bachman, L., & Cohen, A. (1998). *Interfaces between second language acquisition and language testing research*. Cambridge: Cambridge University Press.

Gardener, D., & Miller, L. (1999). *Establishing self-access: From theory to practice*. Cambridge: Cambridge University Press.

JALT News

edited by thom simmons

National Membership Chair change—Richard Marshall, National Membership Chair for 1997-1999, has resigned. Joseph Tomei, the single candidate for this position in the upcoming election has been appointed interim Membership Chair by the JALT President. Joseph will seve out the remainder of Richard's term.

USIS Grant Award—JALT has been awarded a grant from the United States Information Service (USIS). In July we received a ¥571, 236 comprehensive travel grant for JALT99 main speaker Anna Chamot of George Washington University. Takubo Motonobu, Financial Manager, and Joyce Cunningham, National Program Chair, visited the offices of the USIS in August to receive the generous award and relay the appreciation of President Gene van Troyer, who made the grant proposal and shepherded it through the application process.

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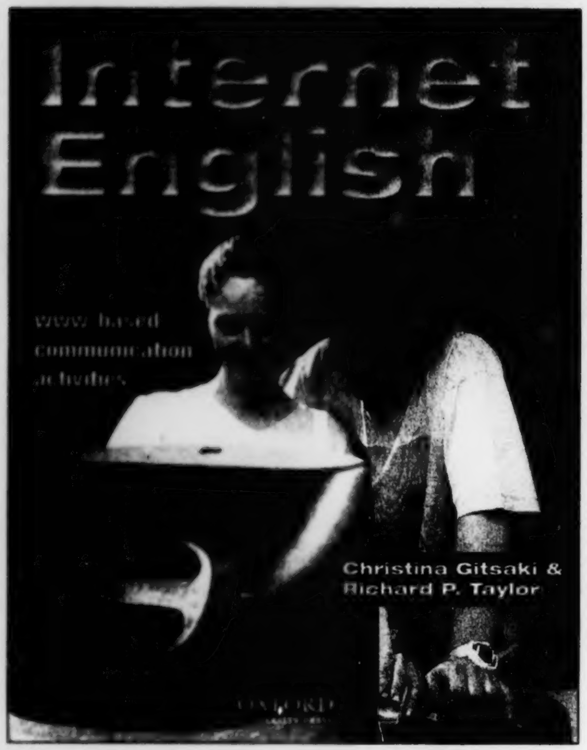
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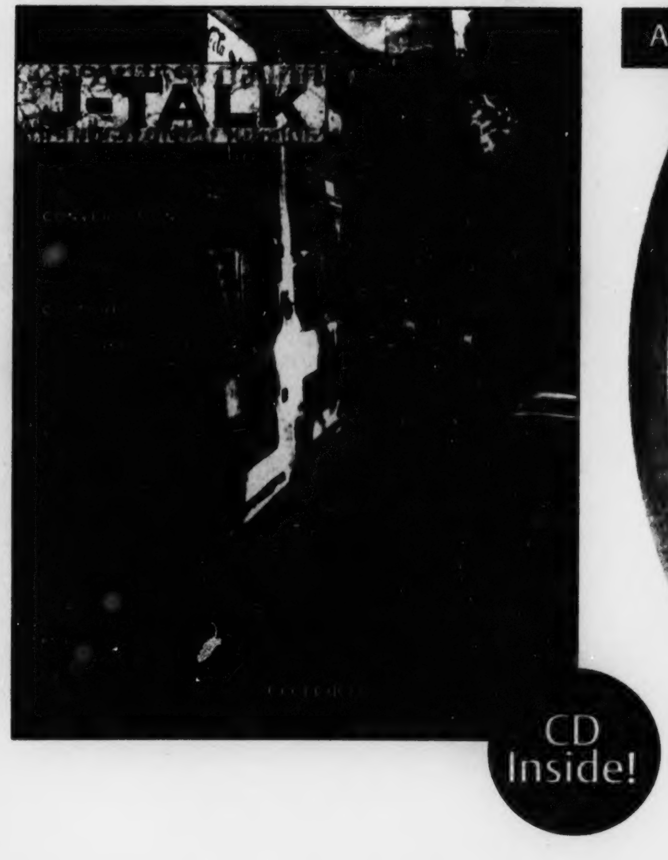

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JALT Non-Profit Organisation Formally Registered—An all-important battle to gain recognition, to secure a measure of protection for national officers, and to open doors to foundations, granting agencies and donors, has been won! Valiantly and cooperatively by our JALT Central Office staff, Administration Committee, National Officers, Executive Board, and AGM. Quite right that we celebrate it on our 25th anniversary and let's put this new tool to good and immediate use.

***The Language Teacher* CD-ROM is now on sale**—After a brisk debut at JALT99, additional copies of *The Language Teacher on CD-ROM* are now available. This disk is a fast, easy way to search for the topics and references you need. TLT: Episode One contains volumes 1 through 10, the complete set from 1976 to 1986, accurately compiled by Lawrence J. Cisar and priced at ¥4000 for JALT members. To order, please write "TLT on CD-ROM" on the row "other" on the postal furikae form found at the back page of every *The Language Teacher* magazine.

Larry is currently fielding technical questions on two JALT internet discussion lists, JALTCALL and SIGNIF. Feel free to join in the discussion, on whichever listserver you might be sharing. (Or check your April Directory Supplement to learn how to join a list.) The academic opportunities of the venture for our profession are endless. I received one of the early copies and have found it to be an extraordinary source of information on teaching in Japan and on JALT's history.

Thomas L. Simmons
JALT Recording Secretary

JALT99

compiled by dennis woolbright

The JALT community wishes to express our deepest gratitude to all of the sponsors of speakers and events at JALT99 and during the pre-conference 4 Corners tour:

Apple Computer
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The ELT Software Store
Intercom Press
The Japan Foundation (Kokusai Koryu Kikin)
Language Institute of Japan (especially James Kahny)
Meynard Publishing
Minnesota State University-Akita (especially Mark Cunningham)
Pearson Education (especially Craig Zettle)
Pilgrims
Ricoh (Gunma)
Sportsworld
Tohgoku Internet
Toshiba
Tuttle Publishing (especially John Moore)
The United States Embassy (especially Helen McKee)

And the JALT community also owes a debt of gratitude to the many volunteers who gave freely of their time and energy to make this conference a success. The Gunma chapter of JALT, in particular, made an all-out effort to organize the gritty details of the conference site. Let's congratulate them for a job well done!

Jill Robbins, JALT99 Program Chair
Joyce Cunningham, JALT National Program Chair.

Bulletin Board

edited by david dycus & kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form.

Call for Participation: *JALT Tokyo Metro Mini-Conference*—The Tokyo area chapters are jointly sponsoring a one-day conference on Sunday, December 5, 1999, at Komazawa University from 9:30-17:00. Its theme is "Classroom Practice: Forging New Directions." The Junior and Senior High SIG and the Teaching Children SIG will host the Featured Series Presentations on Reading, with both teacher and publisher sessions about teaching reading. Visit the website at http://home.att.ne.jp/gold/db/tmmc or contact the program chair for details. Contact: David Brooks; t/f: 042-335-8049; dbrooks@planetall.com.

Call for Papers: *CAJ Annual Conference in Tokyo*—The Communication Association of Japan (CAJ) will hold its annual conference on June 16-18, 2000, at Nihon University, Tokyo, Japan. Proposals for papers, mini-symposiums, and workshops are welcome on the conference theme of "Communication, Teaching,

Topics to motivate . . . language to interest

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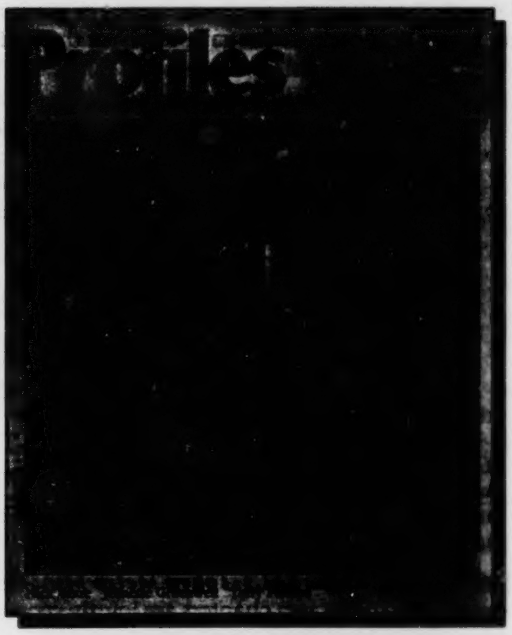

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and Research for a Global Society" and for all areas involving communication and foreign language teaching. The deadline for proposals is January 15, 2000. For details about the deadline, proposal format, or for more information about the conference and CAJ, contact Takehide Kawashima; Dept. of English, College of Humanities & Sciences, Nihon University, 33-25-40 Sakurajosui, Setagaya-ku, Tokyo, Japan 156-0045; t: 81-3-5317-9707; f: 81-3-5317-9336.

Call for Papers: *FLEAT IV Conference in Kobe*—The 4th International Conference on Foreign Language Education and Technology (FLEAT IV) will be held at the Kobe Bay Sheraton Hotel, Ashigei Rokko Island College, and Rokko Island Center (RIC), Kobe, Japan, from July 29 to August 1, 2000. The theme is "Language Learning and Multimedia: Bridging Humanity and Technology."

FLEAT IV is currently inviting proposals for papers for oral or poster sessions. Presentations are to be in either English or Japanese. Presentation time is 30 minutes for an oral session, including 10 minutes of discussion, and 2 hours for a poster session. Those interested should send an abstract in English (not Japanese) of about 500 words. **Abstracts should be sent *via email* to fleatproposal@kuins.ac.jp.**

Accompanying the abstract, include the following information: (a) presenter's name: surname, first name, middle initial (if any); (b) presenter's affiliation; (c) title of the presentation; (d) presenter's email address; (e) presenter's postal address; (f) presenter's telephone and fax numbers; (g) coauthor's name(s) (if any); (h) coauthor's affiliations; (i) coauthor's title(s); (j) language of the presentation: English or Japanese; (k) type of presentation: oral or poster; (l) presentation title (repeated).

All proposals must be received by Thursday, January 20, 2000. Further conference details will be available at http://www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html. Unless otherwise specified, all correspondence will be via email. For inquiries, contact Jun Arimoto, Vice Secretariat of FLEAT IV; fleatQ&A@kuins.ac.jp.

***The Language Teacher Staff* Recruitment**—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional on-line and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp.

Special Interest Group News · 研究部会ニュース

edited by robert long

Interested in learning more about your SIG(s)? Please feel free to contact the coordinators listed after this column.

Bilingualism SIG—Are there two languages in your life? Are you raising or teaching bilingual children? The Bilingualism N-SIG's newsletter, *Bilingual Japan*, addresses a variety of topics concerning bilingualism and biculturalism in Japan. To receive *Bilingual Japan*, or for more information about the other activities and publications of the Bilingualism SIG, please contact Peter Gray.

GALE—Our SIG is gearing up for full SIG status with new officers and an exciting two-year plan to bring internationally renowned researchers on language and gender education to JALT conferences and publish our own refereed journal on gender and language education. The time is right and we are happening! For more info, contact Amy Yamashiro, publicity chair at jmcl@gol.com or call Cheiron McMahill, coordinator at 0274-82-2723.

Teaching Children—The Teaching Children SIG and the Junior & Senior High SIG are co-hosting the Featured Series Presentations on Reading at the JALT Tokyo Metro Mini-Conference on Sunday, December 5, 1999 at Komazawa University from 9:30-17:00. TC members will make a series of presentations on reading and publishers will make presentations on readers. Come and join us in Tokyo at the last conference of this century! The theme of the December issue of the *TLC Newsletter* is Extending Classroom Fun.

For SIG Coordinators: please send your reports by email, long@dhs.kyutech.ac.jp or by fax, 093-884-3447. Thank you.

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Robert O'Neill

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Robert O'Neill

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www.mlh.co.jp E-mail: **info@mlh.co.jp**

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College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp
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Nishitani Mari; t: 042-580-8525(w); f: 042-580-9001(w); mari@econ.hit-u.ac.jp
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Teacher Education—Neil Cowie; t/f: 048-853-4566(h); cowie@crisscross.com
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Video—Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

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Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp
Gender Awareness in Language Education—Cheiron McMahill; t: 81-270-65-8511 (w) f: 81-270-65-9538 (w) cheiron@gpwu.ac.jp

Chapter Reports

edited by diane pelyk

Fukui: April 1999—*Practical Activities for Elementary and High School Classes* by Elizabeth Kitamura. Kitamura led the participants through a unique hands-on presentation of various activities suitable for kindergarten through high school EFL classrooms. We began as kindergartners actively involved in decorating a human Christmas tree, and ended the session as senior high school students landscaping the mood of intriguing sounds. In between, our tasks included games, songs, communicative speaking activities, grammar chants, and narrative pairwork. All activities were designed to enable learners to use English creatively in a pleasant atmosphere. During the meeting, participants were able to discuss and expand upon methods experienced to further ways of developing these moods.

Fukui: May 1999—*Using Authentic Tasks* by Date Masaki. This workshop centered on the design and implementation of authentic tasks in the English language classroom. Research has shown that students tend to enjoy participating in activities that have a real-world application, and that these tasks are useful in enhancing the communicative skills of students. The focus of real-world tasks is on the communication of meaning, as opposed to a focus on language forms. An example of a real-world task is asking the students to listen to a weather forecast and decide whether or not to take an umbrella and sweater to school. Date presented several examples of tasks that he has successfully used in his classrooms, then led participants in designing tasks that could be employed in their own classes. Some suggested activities included creating a classroom newspaper, making commercials, and writing and performing parody skits.

Both reported by Michelle Griffith

Gunma: April 1999—*Poetry in the EFL Classroom* by Audrey Short. Enjoying and exploring poetry need not be a solitary act. Short illustrated this point by engaging the participants in a wide variety of interactive and dramatic activities that help students work cooperatively while using poetry. These activities also help students communicate in English while acquiring intonation, rhythm, stress, and pronunciation skills. In order to encourage students to use their creative side, they must feel comfortable with their classmates. The presenter began with a guided visualization which made everyone feel relaxed and ready to be creative.

Poetry is not only a universal form of communication. It also touches on common themes concentrated in self-contained context. Teachers can help students think about themes by writing a word and its antonym on two large pieces of paper, then placing them on opposite sides of the room. The students migrate to their preferred word and brainstorm words related to that theme. Contrasting words might include *sun/moon, city/countryside,* or *car/bicycle.*

By the end of the workshop, we were able to create group poems by writing sentences related to a given topic on slips of paper. These poems were then passed on to other groups that selected and sorted the sentences, then gave the resulting poem a title.

Reported by Renee Gauthier Sawazaki

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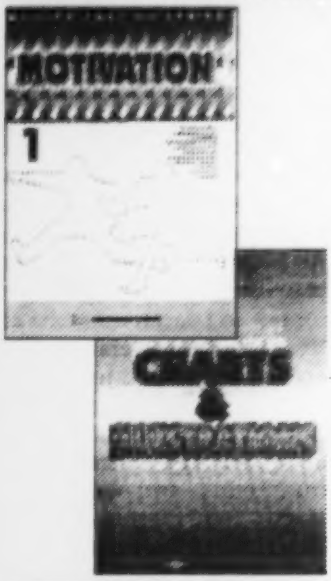

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Kanazawa: May 1999—*Oral Communication Tips* by Hirano Michiyo. The purpose of this workshop was to give us an opportunity to work with oral performance and dramatic analysis. We developed an overall picture of the character and the situation by asking, "Who is speaking to whom under what circumstances?"

The procedure involved the following steps: (a) relay reading with and without the script; (b) retelling the story while looking at the illustrations for each paragraph; (c) speaking practice facing the wall with gestures and facial expressions; (d) classroom demonstrations.

If properly arranged, this procedure works well with all student levels. Letting students draw their own pictures of the story is another useful tool.

Reported by Kamanaka Sechiko

Miyazaki: May 1999—*Peace Education* by Toyama Kiyohiko and Kip Cates. Toyama traced the development and changes in Japanese attitudes to the Second World War and peace education, focusing in particular on the development and legacy of the victim mentality.

Toyama also outlined some recent positive developments such as a greater awareness of Japan's wartime aggressor role, as reflected in gradual textbook changes and the establishment of peace related institutions which admit Japan's aggressive role in World War II.

Cates focused on how to instill peace education within a language learning format, noting that education skills are meaningless unless they are humanized in some way. Cates involved the participants in word games that revolved around the idea of peace and allowed for more extended discussions. He also outlined the development of a successful pen pal program with a sister city in Korea, which has enabled Japanese and Korean students to view each other in a more positive light.

Reported by Mike Guest

Chapter Meetings

edited by tom merner

Akita—*The Value of Poster Sessions* by Mark Cunningham, MSU-A. Also Beth Edwards, Ed Rummel, and Matt Warwick will explain and demonstrate the value of poster sessions in teaching the four skills at a wide variety of levels, which should be useful for everyone. *Saturday, November 13, 14:00-16:00; MSU-A (GH-300); one-day members ¥1000, students ¥500. Note: this is our final call in '99 and no meetings are planned during winter.*

MSU-A（ミネソタ州立大秋田校）の4人の先生が熱演。ポスター・セッション、プレゼンテイションが英語の4技能習得のためいかに有効かについて語る。秋田ではこの例会を最後に冬期間は月例会を休みます。

Chiba—*Current Issues in the Japanese High School English Classroom* by Charles M. Browne, Aoyama Gakuin University. *Sunday, November 28, 11:00-13:00; Chiba community center. There will be a pot luck lunch and an election from 13:00-14:00.*

Fukuoka—*Motivating Japanese Students to be Active Communicators* by David Paul. *Sunday, November 7, 14:00 to 17:00; Aso Foreign Language Travel College.*

Hamamatsu—*Why Japanese students fail to learn English: a psychological perspective* by David Paul, David English House. Why do children lose motivation and what can we do about college students who still can't communicate? George Kelly's ideas for Constructivist approaches to psychology will be used as a focus with quite fundamental implications for both Japanese and Western teachers of English at colleges, high schools, language schools and elementary schools. *Sunday, November 21, 13:00 - 16:00; Create Hamamatsu; one-day members ¥1000, first time visitors free.*

構造主義的心理学の手法を取り入れた、様々な学習環境で指導する日本人と西洋人教師双方にとって基本的な示唆を提供します

Hiroshima—*Customizing Software for the Classroom* by Nelson Einwachter and *Reading and Vocabulary Games* by Roidina Salisbury. *Sunday, November 21, 15:00~17:00; International Center 6F, Crystal Plaza; one-day members ¥500.*

Hokkaido—Virginia Rojas (English) and Yukawa Emiko (Japanese) will conduct an all day workshop on *Bilingual Child-raising and Education. Saturday, November 13, 10:00-16:00; HIS International School, 1-55, 5-jo, 19-chome, Hiragishi (5 mins from Sumikawa Station); one-day members ¥1000.*

Kagoshima—*Home-Grown Texts* by Malcolm Swanson. An interactive event on organizing and producing your own textbook or teaching materials. Followed by a Bonenkai. *Saturday, November 27, 15:00-17:00; Iris Kyuden Plaza (second floor of the I'm Building in Tenmonkan); one-day members ¥500.*

Kanazawa—*Bilingualism and International Families in Japan* by Mary Goebel Noguchi, Ritsumeikan University. The presenter will try to give the audience a better understanding of what it means to grow up with two languages, and how parents and teachers can facilitate linguistic development and emotional security in children growing up bilingually. She will also discuss teaching bilingual children who attend Japanese schools to read English at home. *Sunday, November 14, 14:00-16:00; Nagamachi Kenshyuukan, Nagamachi kosaten, Kanazawa* ***(please note change of venue)****; one-day members ¥600.*

二言語をもって育つことをより深く理解するとともに、両親や教師がこのような環境で育つ子どもの言語的発達と情緒的安定の実現をいかに手助けできるかを講演します。

Kitakyushu—***Home-Grown Texts*** by Malcolm Swanson, Kyushu Junior College of Kinki University. The presenter will discuss about creating your own texts for your students. Where to start, how to organize materials, getting work printed, and student reactions are among some of the areas to be covered. This will be an interactive event, so bring along your own ideas. *Saturday, November 13, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥500.*

教材を整え、印刷することから学生の反応まで、自作の教材に関して講演します。皆様ご自身のアイデアをお持ちになりご参加ください。

KobDramaWorksのチームが、中学生から成人までのEFL指導において有効な、Star Taxiと呼ばれるドラマ手法を取り入れた新たな指導法を紹介します。

Kobe—***Star Taxi*** by Theo Steckler, Ian Franklyn and Marc Sheffner. The DramaWorks team will give a presentation on using a new drama method for teaching EFL called Star Taxi. Star Taxi has been used successfully in secondary and higher education as well as in companies, and should interest and appeal to teachers in these areas. *Sunday, November 14, 13:30-16:00; Kobe YMCA 4F LET'S.*

Kyoto—Annual Business Meeting and election of officers, followed by an informal social event. Kyoto JALT has reached a point where decisions need to be made about its future course. This year chapter events have been organised by only four officers, three of whom will be stepping down, but who are keen to help new people take over. Kyoto Chapter needs people to take chapter officer positions in the year 2000. If you would like to see Kyoto Chapter continue, please get involved. *Sunday, 28th November, 13:30-16:30; Kyoto Kyoiku Bunka Center (5 min. from Keihan Marutamachi Station); one-day members ¥500.*

京都支部ではその将来を話し合い、2000年度の役員を決定するための、年次総会を開催します。京都支部の継続のためにもぜひご参加ください。

Nagasaki—***Drama in the Classroom***. Covenant Players, a U.S. based workshop group, returns to Nagasaki for three 50-minute workshop sessions. The aim is using drama techniques to help students enhance skills and make learning and practicing English a fun and exciting experience. Participants should come prepared to be up and involved, doing various exercises. *Saturday, November 20, 13:30-16:30; place: TBA; one-day members ¥1000, students ¥500.*

アメリカよりCovennt Playersが長崎支部へ再来日し、ドラマを取り入れて英語の学習を楽しくする方法についてのワークショップを開催します。

Nagoya—***Engaging University Students to Learn Using Timed Conversations*** by Brad Deacon, Nanzan University. Participants will first experience and reflect on a Timed Conversation activity, then examine in detail many of the components of the activity and some ways that they can be adjusted to increase student engagement and consequently learning. Video demonstrations from recent TC classes will also be presented. *Sunday, November 21, 13:30-16:00; Nagoya International Centre, 4F Lecture Room 3; one-day members ¥1,300.*

Timed Conversation（制限時間付き会話）アクティビティーを取り入れて、学生の参加と学習を促す指導法を紹介します。

Niigata—***Who Needs Teachers?*** by Robert Weschler, Kyoritsu Women's University. After the participants are given a brief chance to play with some devices, we will brainstorm further potential uses for them both inside and outside the classroom. However, as students master these techniques and become more self-motivated and autonomous, one needs to ask the forbidding question, "Who needs teachers?" *Sunday, November 28, 1:00-3:30; Niigata International Friendship Center 2F; one-day members ¥1000, students ¥500.*

Omiya—***3-Minute Speeches*** by Dennis Woolbright, Seinan Women's Junior College. This presentation will cover the nuts and bolts of helping students of all ages, from junior high through adult, prepare and rehearse short speeches. Mr. Woolbright will demonstrate how to take students from finding an idea, to bringing in their own experiences, researching for resources and finally delivering the polished speech. *Sunday, November, 21, 14:00-17:00; Omiya Jack (near Omiya JR station, west exit); one-day members ¥1000.*

中学生から成人の学習者まで、題目の発案から洗練されたスピーチを行うまで、短いスピーチを練習させるこつについて講演します。

Osaka—***Motivating Adults and Teenagers to Communicate*** by David Paul, David English House. To train students to communicate naturally and effectively, Paul suggests we must cross the barrier between the classroom world and the world "outside," where they have their own emotions, keeping the learners fully emotionally involved in all stages of a lesson, respecting their individual learning processes. He will illustrate all points by activities. *Sunday, November 14, 14:00-16:30; YMCA Wexle, 2 Bangai 8F, ORC 200, Benten-cho.*

Sendai—***Help Kids Go From Listening to Speaking!*** by Aleda Krause, Teaching Children SIG Coordinator. Children learn language by listening: hearing language, responding to it, and processing it. Our role is to provide many chances to hear understandable English. But we also need to help them to build on listening and go on to speaking. This presentation will demonstrate this in a 5-step progression. Join in and take home lots of new activity ideas for your own class. *Sunday, November 14th, 13:30-16:30; Seinen Bunka Center (above Asahigaoka subway station).*

児童を対象とした授業において、生徒たちにリスニング力をつけ発話へと発展させる５段階の指導方略を紹介します。

Yamagata—***Scottish History, Culture, and Language*** by Clare Singers, Geos Communications. The presenter will elaborate on the topic of the above title in terms of global issues. *Sunday, November 7, 13:30-*

16:00; Yamagata Kajo-Kominkan (t: 0236-43-2687); one-day members ¥500.

グローバル問題の観点からスコットランドの歴史、文化、言語について講演します。

Yokohama—***Discussion in the Language Classroom*** by Gregory Strong, Aoyama University. Please contact Ron Thornton for details. *Sunday, November 14, 2:00-4:30; Gino Bunka Kaikan, 6F, Rm. 603, in Kannai; one-day members ¥1000.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

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Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, November 15th is the deadline for a February conference in Japan or a March conference overseas, especially when the conference is early in the month.

Upcoming Conferences

November 8-9, 1999—*1999 International Online Conference on Teaching Online in Higher Education (TOHE),* sponsored by Indiana University-Purdue University Fort Wayne (IPFW) in the U.S. Eighty-five online papers consider theoretical, in-

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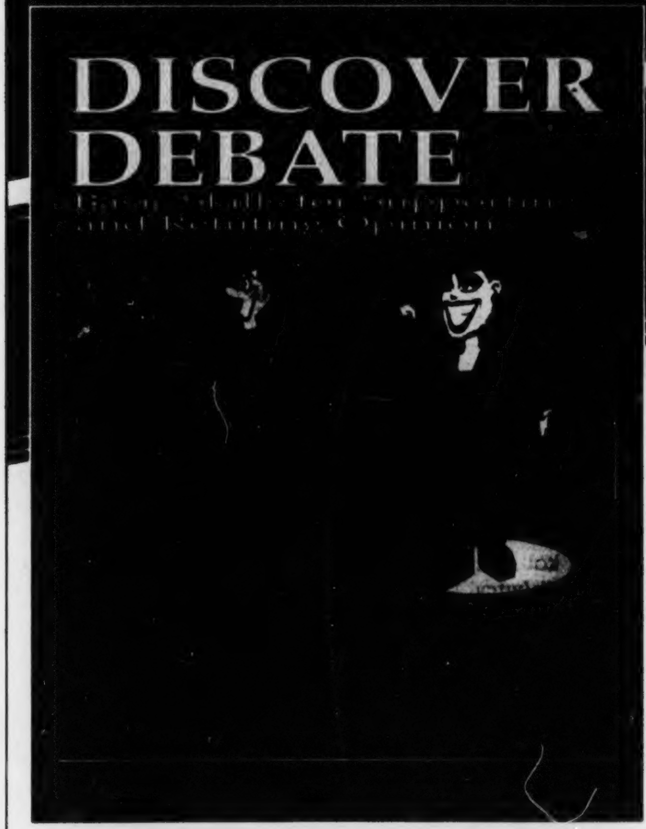

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structional, administrative, interactive, training, and support aspects of and issues in implementing online education. The list can be viewed without registration; registration is U.S.$35. Visit the site at ipfw.edu/as/99tohe/ or contact Deb Sewards, Instructional Technology Coordinator, at sewards@ipfw.edu

November 25-27, 1999—***International Conference on Language Testing, Evaluation and Assessment: Language T.E.A. for Thinking Schools,*** held at Nanyang Technological University in Singapore, will address various spheres of assessment such as national & international assessment, self-assessment, relationships among creativity, thinking and language learning, language program evaluation, and culture and testing. Inquiries: Dr. Khong Chooi Peng; School of Applied Science, Nanyang Technological University, Nanyang Avenue, Singapore 639798; f: 65-792-6559; ascpKhong@ntu.edu.sg

November 27, 1999—***Temple University Applied Linguistics Colloquium '99,*** at Temple University Japan. Any interested person is welcome to hear and discuss papers on up-to-the-moment completed research results and research-in-progress across a broad spectrum of applied linguistics concerns. For more information, email David Aline at aline@cc.kanagawa-u.ac.jp or write him at Kanagawa University, 3-27-1 Rokkakubashi, Kanagawa-ku, Yokohama 221-8686, Japan.

December 1-3, 1999—***ELT Collaboration: Towards Excellence in the New Millennium—The Fourth International Conference,*** presented by the University Language Institute of Chulalongkorn University in Bangkok, Thailand. Academic sessions, workshops and a long roster of plenary speakers will grapple with conceptions of excellence in English language teaching. Among the plenary speakers are Fred Davidson on testing, William Littlewood on collaborative learning, Alan Maley on dilemmas in quality assurance, Martha Pennington on "rightness" of method, and Adrian Underhill on the connection between relationship with the learners and success. For extensive ancillary information, visit the website at culi.chula.ac.th/international/international.htm, or contact Kanchana Prapphal (pkanchan@chula.ac.th), Director, Chulalongkorn University Language Institute, Prem Purachatra Building, Phayathai Road, Bangkok 10330, Thailand; f: 66-2-218-6031 or 254-7670; Prakaikaew.O@chula.ac.th

December 7-9, 1999—***International Symposium on Linguistic Politeness: Theoretical Approaches and Intercultural Perspectives,*** at Chulalongkorn University, Bangkok, Thailand. Invited addresses by Sachiko Ide of Japan's Women University in Tokyo, Robin Lakoff of the University of California, Berkeley, and Bruce Fraser of Boston University, plus 67 papers by researchers from 21 countries and many disciplines, aim to promote awareness of and insight into various issues related to politeness across languages and cultures. Extremely detailed information at pioneer.chula.ac.th/~hkrisada/Politeness/index.html. Otherwise, contact Krisadawan Hongladarom; Department of Linguistics, Faculty of Arts, Chulalongkorn University, Bangkok 10330, Thailand; t: 66-2-218-4690; f: 66-2-218-4697; hkrisada@chula.ac.th.

December 11-13, 1999—***Mapping the Territory: the Poetics and Praxis of Languages and Intercultural Communication—4th Annual Cross-Cultural Capability Conference,*** sponsored by the Centre for Language Study at Leeds Metropolitan University in England. Language pedagogy must leave behind the unitary culture framework in which it has developed thus far if it is to remain relevant in an increasingly multicultural world. This conference consists of plenaries proposing insights from related areas, seminars fostering critical debate on the issues, and workshops sharing developing pedagogies. For further details, visit the website at www.lmu.ac.uk/cls/ or contact Joy Kelly (j.kelly@lmu.ac.uk); Centre for Language Study, Leeds Metropolitan University, Beckett Park Campus, Leeds LS6 3QS, UK; f: 44-113-2745966, t: 44-113-2837440.

December 17-19, 1999—***The Annual International Language in Education Conference (ILEC)1999 on Language, Curriculum and Assessment: Research, Practice and Management,*** at The Chinese University of Hong Kong. For information, see www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm, or contact: Charlotte Law Wing Yee (wylaw@cuhk.edu.hk), ILEC'99; Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong.

Calls For Papers/Posters (in order of deadlines)

November 30, 1999 (*for July 29-August 1, 2000*)—***Language Learning and Multimedia: Bridging Humanity and Technology—Fourth International Conference on Foreign Language Education and Technology (FLEAT IV),*** cosponsored by LLA (Language Laboratory Association of Japan) and IALL (International Association for Learning Laboratories, USA), in Kobe, Japan. Proposals for English or Japanese oral papers and posters are invited concerning not only the technology of language learning and teaching but also cognitive processes involved in language skills, cross-cultural aspects of language learning, first and/or second language acquisition, and related areas. Contributors from Asian countries are especially welcome. See polyglot.lss.wisc.edu/IALL/FLEAT4Call.html for extensive details about submission. For more information or inquiries, contact Jun Arimoto, Vice Secretary, FLEAT-IV; Kansai University of International Studies, 1-18 Sijimi-cho Aoyama, Miki, Hyogo

673-0521, Japan; t: 0794-84-3572; f: 0794-85-1102; fleatQ&A@kuins.ac.jp

December 1, 1999 *(for May 19-20, 2000)*—***V Conference on Applied Linguistics (Psychological Issues)***, hosted by The Graduate Program in Applied Linguistics and the Department of Languages of the University of the Americas—Puebla in Mexico. Abstracts are sought for papers, workshops and poster presentations on topics in applied linguistics with a focus on second language acquisition and teaching in relation to this year's conference theme, "Psychological Issues." Psychological and psycholinguistic topics are particularly welcome. Details, including a long list of potential topics, appear at linguistlist.org/issues/10/10-1306.html#2. A conference web page was promised for October 1999. Contact: Peter Ecke (eckep@mail.udlap.mx) or write to Departamento de Lenguas, Universidad de las Americas - Puebla, Sta. Catarina Mertir, Puebla 72820, Mexico; t: 52-2-229-3105; f: 52-2-229-3105.

Reminders—Conferences

December 5, 1999—***JALT Tokyo Metro Mini Conference—Classroom Practice: Forging New Directions***, held at Komazawa University. Website at http://home.att.ne.jp/gold/db/tmmc. Contact: David Brooks, JALT West Tokyo Chapter Program Chair; t/f: 042-335-8049; dbrooks@planetall.com

Reminders—Calls for Papers

December 1, 1999 *(for September 15-16, 2000)* —***The Second Symposium on Second Language Writing***, at Purdue University, Indiana, USA. Details at http://icdweb.cc.purdue.edu/~silvat/symposium/2000/. Contacts: Paul Kei Matsuda (pmatsuda@purdue.edu) or Tony Silva; Department of English, 1356 Heavilon Hall, Purdue University, West Lafayette, IN 47907-1356, USA; t: 1-765-494-3769.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.harenet.ne.jp or call 0857-87-0858. The notice should be received before the 15th of the month, two months before publication, and contain the following information: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. (Please note that JIC contact data in the April Directory Supplement are out of date.)

Ehime-ken—The Business Administration Faculty, Matsuyama University is seeking a full-time EFL instructor to begin April 1, 2000. **Qualifications:** Native-speaker competency with an MA in TEFL/TESL/TESOL; knowledge of Japan and or experience in teaching Japanese university students would be helpful. **Duties:** Teach six 90-minute classes per week. **Salary & Benefits:** Two-year non-renewable contract, salary of approximately 4,300,000 yen per year, airfare to and from Matsuyama, partial payment of health insurance, and 630,000 yen for research. **Application Materials:** Resume, transcripts, copy of diploma, and up to three publications (these will not be returned). **Deadline:** November 5, 1999. **Contact:** Dean of Business Administration Faculty; Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578 (no email or telephone inquiries, please).

Hyogo-ken—The Language Center at Kwansei Gakuin University in Nishinomiya is seeking a full-time contract instructor of English as a foreign language. Qualifications: MA in TESOL or applied linguistics. **Duties:** Teach ten 90-minute classes per week in an intensive English program for selected university students. **Salary & Benefits:** 5,200,000 yen per year; research allowance; subsidized furnished housing; two-year contract renewable for two more years. **Application Materials:** Resume; two letters of recommendation; one copy of diploma(s); written statement of applicant's view on teaching and career objectives (one to two pages); a five- to ten-minute videotaped segment of actual teaching. **Deadline:** January 10, 2000. **Contact:** Acting Director; Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya 662-8501; t: 0798-54-6131; f: 0798-51-0909; tkanzaki@kwansei.ac.jp; www.kwansei.ac.jp/LanguageCenter/IEP.

Kyoto—Kyoto Nishi High School is looking for a full-time EFL teacher to begin April 1, 2000. **Qualifications:** Native-speaker competency, with degree/diploma in TEFL, literature, or education. Ability to speak Japanese is preferred. Position requires a minimum two-year commitment. **Duties:** Teach at least 13 classes per five-day week in an integrated content-based program including reading, writing, listening, and speaking in the international course; speaking/listening in other courses; other responsibilities include team curriculum planning, committee work, overseas chaperoning, homeroom responsibilities from second year, other school activities. **Salary & Benefits:** Salary based on experience (270,000-300,000 per month); bonus of three months gross salary the first year, increasing by one month each year to a six month maximum; transportation; housing allowance based on marital status; visa sponsorship. **Application Materials:** Resume, three references, two letters of recommendation, and statement of purpose. **Deadline:** Ongoing. **Contact:** Lori Zenuk-Nishide; Kyoto Nishi High School, course of International and Cultural Studies, 37 Naemachi Yamanouchi, Ukyo-ku, Kyoto 615-0074; t: 075-321-0712; f: 075-322-7733; l_nishid@kufs.ac.jp.

Web Corner

Here are a variety of sites with information relevant to teaching in Japan.

www.jobsinjapan.com/want-ads.htm
Information for those seeking university positions (not a job list) at www.voicenet.co.jp/~davald/univquestions.html
You can receive the most recent JIC job listings by email at begole@po.harenet.ne.jp.
ELT News at www.eltnews.com/jobsinjapan.shtml
JALT Online homepage at ww.jalt.org
"Jobs and Career Enhancement" links at www.jalt.org/jalt_e/main/careers.html
Teaching English in Japan: A Guide to Getting a Job at www.wizweb.com/~susan/mainpage.html
ESL Café's Job Center at www.pacificnet.net/~sperling/jobcenter.html
Ohayo Sensei at www.wco.com/~ohayo/
NACSIS (National Center for Science Information Systems) career information at nacwww.nacsis.ac.jp
The Digital Education Information Network Job Centre at www.go-ed.com/jobs/iatefl
EFL in Asia at www.geocities.com/Tokyo/Flats/7947/eflasia.htm.
"Jobs in Japan" at www.englishresource.com

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The Language Teacher Job Information Center の方針

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RICHARDS, cont'd from p. 30.

despondency, but most of all temporary. The transmutation of an affair into a long term relationship depends on finding more ordinary ways of growing together, less obvious and less interesting to the outsider, but fundamental to the nourishment of our developing selves.

Conclusion

In this paper I have argued the case for natural development and indicated the professional conditions which appear to foster this. To say that development must be embedded within our professional lives is easy enough, but we should not underestimate what this involves. To illustrate this I should like to conclude by juxtaposing reflections from a researcher dedicated to the study of this subject and a teacher whom I interviewed as part of a life history project:

> Staff development will never have its intended impact as long as it is grafted onto schools in the form of discrete, unconnected projects. The closer one gets to the culture of schools and the professional lives of teachers, the more complex and daunting the reform agenda becomes. (Fullan, 1991, p. 21)
>
> The more I stay in teaching, the harder I have to work to stay fresh. (Steve)

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT* ***Journal***; *JALT* ***Conference Proceedings*** (annual); and *JALT* ***Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年2回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ)、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、熊本［準支部］）

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Action Research

features

5 Interview with Anne Burns and Graham Crookes
– *Steve Cornwell*
11 Opening the Insider's Eye: Starting Action Research
– *Steve Mann*
15 Pre-Service Teacher Development Through Action Research
– *Maria Alfredo Moreira, Flávia Vieira, & Isabel Marques*
19 A Web-Integrated Course: A Shared Perception?
– *Katharine Isbell & Jon Reinhardt*
24 アクション・リサーチの特質—「科学的授業研究」との比較を通して
– 木塚雅貴
28 アクションリサーチとティーチング・ポートフォリオ：現職教師の自己成長のために – 横溝紳一郎

bibliography

33 Annotated Bibliography – *Neil Cowie & Ethel Ogane*

opinions & perspectives

35 Action Research: A Tool for Improving Practice in EFL Classrooms – *Amanda Hayman*

my share

39 Teacher-to-Teacher Support Via Email – *Renèe Gauthier Sawazaki*
40 Action Research: Semi-scripted Monologues in Team Teaching
– *John Wiltshier & Makiko Honma*

departments

43 Book Reviews
45 Recently Received
46 JALT News
48 Bulletin Board
51 Special Interest Group News
51 SIG Contact Information
52 Chapter Meetings
54 Chapter Contacts
55 Conference Calendar
57 Job Information Center/Positions
49 Advertiser Index

Volume 23, Number 12
December, 1999

12

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日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

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原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

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言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

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My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

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地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports編集者必着です。日本語の報告はChapterReports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

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Introduction

Action research (AR) has been around for over 50 years. The term was coined by Kurt Lewin in the 1940's and since then has spread through education and many other fields as a way for practitioners to both better understand and to improve their working environment. AR is now becoming more firmly established in language teaching: a glance through the JALT99 conference program reveals a number of presentations with the words *action research* in the title somewhere. It is a privilege, therefore, to have edited this special issue on AR, and appropriate, given the global spread of the term, that we have contributions not only from Japan but Australia, Portugal, the UK, and the US.

The first feature article is an interview with two leading practitioners and advocates of AR, Graham Crookes and Anne Burns, who answer some testing questions from Steve Cornwell about what AR is and its potential contribution to educational efforts. Steve Mann follows with a guide for novice teacher researchers on starting AR and developing an insider's perspective. Then, teacher educators Maria Moreira, Flávia Vieira, and Isabel Marques show how they use AR as a teacher development strategy to encourage reflective teaching practices. The next feature is an AR study by Katherine Isbell and Jon Reinhardt on their implementation and evaluation of a project-based computer and language course. Our Japanese contributors are Kizuka Masataka who continues his series of articles on how research is viewed by Japanese teacher educators, and Yokomizo Shinichiro who demonstrates how portfolios can be used as part of an AR approach to teacher development.

There are two AR case studies in the My Share section and reviews of three recent books on AR in Book Reviews, while in the Opinion and Pespectives section Amanda Hayman shares the results of her survey on teacher awareness of AR and suggests ways in which AR can be made more accessible to teachers. Finally, there is an annotated bibliography to help teacher researchers work through some of the hugely varied literature in this fascinating area.

It has been a great experience editing this special issue. We hope it will inspire you either to start AR yourself or, if you have already begun, to share with the teaching community what you have learned.

Neil Cowie and Ethel Ogane

アクションリサーチ（AR）は50年以上の歴史を持っています。この用語は、1940年代にKurt Lewinによって考え出され、職場の環境を理解し、よりよく改善しようという教育やその他の領域の人たちの実践を通して広まっていきました。現在、ARは言語教育においても確固とした地位を確立しています。JALT99の年次大会のプログラムに目を通しただけでも、アクションリサーチという言葉を使った発表が数多く見られることからも、このことは明らかでしょう。今月号には、日本からだけではなく、オーストラリア、ポルトガル、英国、そして米国からも寄稿がありました。このように世界的な概念、ARの特集号を編集できることは、非常に名誉あることだと感じています。

今月号の最初の記事では、ARの指導的な立場にある実践者、そして提唱者であるGraham CrookesとAnne Burnsのインタビューを掲載しています。彼らは、Steve Cornwellからの質問、ARとは何か、そしてその教育的な努力に対してどのような効果があるのかについてに答えています。Steve Mannはリサーチャーとしては初心者の教師がどのようにARを始め、内部からの視点を向上させるためにはどのようにすればいいかのガイドを紹介しています。教師指導を担当しているMaria Moreira、Flavia Vieira、Isabel Marquesの記事では、内省的な教育実践を促進する教師教育ストラテジーとしてどのようにARを活用できるかについて述べています。それに続くKatherine IsbellとJon Reinhardtの記事では、プロジェクト中心のコンピュータと言語教育コースにおける実践と評価に関するアクションリサーチを紹介しています。日本語論文では、木塚雅貴が日本人教師にARがどのように見られているかについて述べ、横溝紳一郎の論文では、ポートフォリオがいかにARの一部として用いられているかを考察しています。

My Shareでは、二つのARの事例研究が、書評では最近のARに関する3冊の本が紹介されています。Opinion and Pespectivesでは、Amanda HaymanがARについての教師のアウエアネスを調べた調査結果を紹介し、ARがより教師に受け入れられやすくするためにはどうすればよいかを述べています。最後に、調査者としての教師が魅力あるこの領域における膨大な文献の中から、適切な資料が見つけられるように、注釈付きの文献一覧が掲載されています。

この特集号を編集することはすばらしい経験でした。私たちは読者のみなさんがARを始めてみようと思われることを、そして、既にARを始めている方なら、そこで学んだことを教育コミュニティーに広めようと考えられることを期待しております。

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Interview with Anne Burns and Graham Crookes

Steve Cornwell
Osaka Jogakuin Junior College

We were fortunate to be able to interview, by e-mail, two leading advocates of action research, Anne Burns, the Associate Director of the National Centre for English Language Teaching and Research (NCELTR) at Macquarie University and Graham Crookes of the Department of ESL at the University of Hawai'i. Anne has worked as a teacher and teacher educator in Wales, England, France, Kenya and Mauritius, and is the editor of *Prospect: A Journal of Australian TESOL*. Graham has taught English in the jungles of Borneo and in Japanese conversation schools. I hope that the interview will give you a better idea of what action research is, what it can accomplish, and how you might go about doing it in your class room.

Can you give us your favorite short definition of action research to help our readers as they work through this dialogue?

GC: I think these days I quite like the one by Carr and Kemmis that is used a lot:

> Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out. (Carr & Kemmis,1986, p. 162)

With its emphasis on social context and even "justice," this takes you beyond more limited definitions.

AB: I'm not sure whether by definition you mean an oft-quoted one. If so, I'd agree with Graham that the Carr and Kemmis one is a powerfully informing one to work with. Here's another recent attempt of my own to capture what I see as the essence of action research:

> Action research involves a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community The aim is to identify problematic situations or issues considered by participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research.

How did you get involved in the area of action research?

AB: The seeds of my interest go back to my early teaching career in TESOL, when I realized that I knew very little about how and what I was teaching. I then undertook a Diploma course in TESOL which provided a lot of theory, and this helped, although much of the theory still seemed unrelated to my classroom. This is where my interest in grounded research and the intersections between theory (which I also interpret as the underlying teaching beliefs and values teachers bring to the classroom) and practice stems from.

Action research was a term I heard increasingly in Australia in the late 1980s, probably because of action researchers such as Kemmis, McTaggart, Carr and so on at Deakin University, whose work was becoming very influential in the Australian TESOL field. However, it was only after I began working at NCELTR and I became involved in a national project investigating the role of literacy development within communicative language teaching that I began to appreciate how fundamentally teachers could utilize action research for their own professional development and at the same time be genuinely involved as a major force for changes on quite a substantial scale in organizational curriculum approaches. In this project Jenny Hammond and I and others (Hammond, Burns, Joyce, Gerot, & Brosnan, 1992) worked with groups of teachers in New South Wales and Queensland as they trailed new genre-based approaches to literacy teaching. There were cycles of workshop input and discussion over six months. It was a very exciting and challenging time.

GC: Well, my own first conscious piece of ES/FL-related research was certainly intended as action research, even if I didn't know the name at the time, because I wanted to write some materials for teaching scientific article writing (ESP), so I wanted a rhetorical structure analysis for such articles, and then I was going to write materials based on it and see if they worked. This would have been (individualist) action research, because I had been teaching the writing of scientific articles to scientists in Japan, but on the basis of very inadequate resources, and I wanted to improve my practice and see if I could demonstrate (initially to my own satisfaction) what was working, what wasn't, and improve matters. I got diverted from the purely practical aspects of this investigation because it was done at a university while I was away from my teaching site, which is not an unusual story.

Why is it not unusual to get diverted from practical aspects of investigations?

GC: Well, academic research has its own foci and concerns, which overlap with but also differ from action research, particularly with regard to criteria for validity. If you are doing action research as a teacher on a problem that comes up in your own classroom, a small scale investigation, possibly even sharing your concern with your students, or quite possibly a fellow-teacher, may be sufficient to satisfy you, you and your students, or you and your colleague. Chances are you didn't achieve that satisfactory resolution by way of a controlled experimental design with an N-size of 120; nor by way of a one-year sequence of fly-on-the-wall visits to someone else's classroom and interviews with students and teachers in another school. But when you are doing a study at a university, and you are a student yourself there, you are usually subject to someone else's ideas about research methods and validity criteria, and these usually derive from academic research and reflect the conditions under which academics do research (plenty of time and resources by comparison with the average teacher) and strictures (held to account for their findings by an international community of scholars, many of whom believe in conceptions of knowledge that are not time and culture-bound). Or if you are an academic, well, you aren't encouraged to research your own teaching—and if you allow teaching to get more attention than research, you'll probably be penalized for it.

AB: I agree with Graham that there is strong pressure on academics to conduct and publish scholarly research and that substantially this is how academic achievement is judged. However, I do see some signs that academic teaching is becoming more highly regarded. For example in my own university, grants are available for innovative teaching developments, and annual outstanding teacher and supervisor awards are given. Amongst several of my colleagues there is a view growing also that good teaching and research go together and the point about doing research is that it better informs one's teaching.

Do you do other types of research?

GC: As an academic, a lot of my writings, whether empirical research or what one might call theoretical research, are prompted by my practice as a teacher educator, particularly by the inadequacies of my own knowledge or the existing empirical or theoretical literature or knowledge base. So in that sense a lot of what I do is oriented to action in my own area. But at the same time, quite a lot of that manifests itself in academic writings, intended for other academics. So its written forms may not be those archetypally associated with action research. Is there a genre we might call "academic action research"?

AB: Yes, although the majority of my research has been of the applied type rather than the basic or theoretical type, reflecting I suppose my own close interest in teacher education and questions of educational practice. Particular areas of interest are in classroom-based research, examining the discoursal nature of classroom interaction, and ethnographic research focusing on literacy practices inside and outside the classroom. Also a lot of the research I've done has been collaborative, working in a team of researchers to investigate a particular area. Some of this has been large-scale qualitative research, as for example in a project (Brindley, Baynham, Burns, Hammond, McKenna, & Thurstun, 1996) where we developed a national research strategy for adult ESL and literacy based on questionnaire and interview data.

Why has action research interested you more than other types of research?

GC: As an academic, I was and am in an ESL MA program which has a research requirement for graduation, but I was worried that many of my students were seeing research as something not helpful for their teaching. I was also worried that many teachers I encountered didn't find published research in general of help to their teaching.

AB: My job as an academic is rather unusual in that although I work in Masters programs where people have to complete research projects for graduation, I am also involved as a researcher and teacher educator in a very large national teaching organization, the AMEP, and NCELTR's role is to provide a focal point for such activities. This has required careful thinking about the kinds of research that will involve people across the organization, as well as provide continuity in processes of professional and curriculum development. It would be very easy for a research center to become/seem removed from classroom practice, and we wanted to avoid this. Action research has meant that researchers and teachers can work in close partnerships, each informing the other. Research gets informed by what happens in the classroom and vice versa.

As we began talking about doing this interview, Graham mentioned there is often the misperception that action research is seen as "small" research. Does "small" mean "not rigorous" or just "small scale," i.e. one classroom, a small subset of students, etc.? I must admit when I see calls for papers for 5,000 to 6,000 word articles on action research, I wonder how can one write that much about one action research project.

GC: Well, I've just finished a co-authored report (Crookes & Chandler, 1999) on an attempt to introduce an action research component into a basic "methods" class for post-secondary modern language/foreign language teachers in the US university sector. (That is, these are not ES/FL teachers, but teachers of Spanish, German, etc.) That report comes out at 9,500 words including references and footnotes. It's action research on action research (in teacher education). It was just one project. We put in some action research stuff one semester, and we followed up to see what happened next semester. We talked to the student teachers and a few people in supervisory positions. We thought about what we were doing and read (and reported on) some of the relevant literature. I don't think it's a prolix report. But then I'm an academic—what do you expect!!!

AB: The use of the word "small" is interesting as I think "smallness" is a common perception about action research and it goes back to the way research is commonly thought of as involving large scale, experimental or scientifically based studies. In fact, several teachers I have worked with have sometimes worried about just doing piddling little bits of action research that won't be seen as worthwhile. However, if the things you have discovered are also concerns for other teachers—and if you are working collaboratively, you may well be uncovering some quite important institutional issues or problems that are preventing things happening more effectively—then you are doing much more than small research. This is why writers such as Kemmis, McTaggart, Carr, and so on argue that action research conducted in this way inevitably has a critical and political or ideological edge, as it takes you beyond individual/technical (apply the methods, get the data, analyze the data, come to a conclusion) approaches into ways in which things can be changed.

The size of the research isn't as relevant as the breadth and depth. It seems to me that the processes involved in AR are at least as important as the product at the end of it. In fact some commentators imply that it could be that there never is a product, as in effect you go on spiraling continuously into further and different areas. Lenn de Leon, a teacher I worked with, said to me once, "The interesting thing about action research is that it raises as many questions as answers." She was expressing a positive feeling that AR made her observe things in a fresh way so that her teaching was constantly interesting and challenging.

In contrast to the "small" action research question, can you describe a large action research project?

GC: Well, "large" is a pretty ambiguous term to apply to a piece of research. In academic quantitative test design studies, you might have an N of 1000, but once the tests have been collected, a single individual can do the analysis in a few hours. Contrariwise, a life-history qualitative dissertation could have an N of 1 yet take several years of work to complete, resulting in a study 1000 pages long.

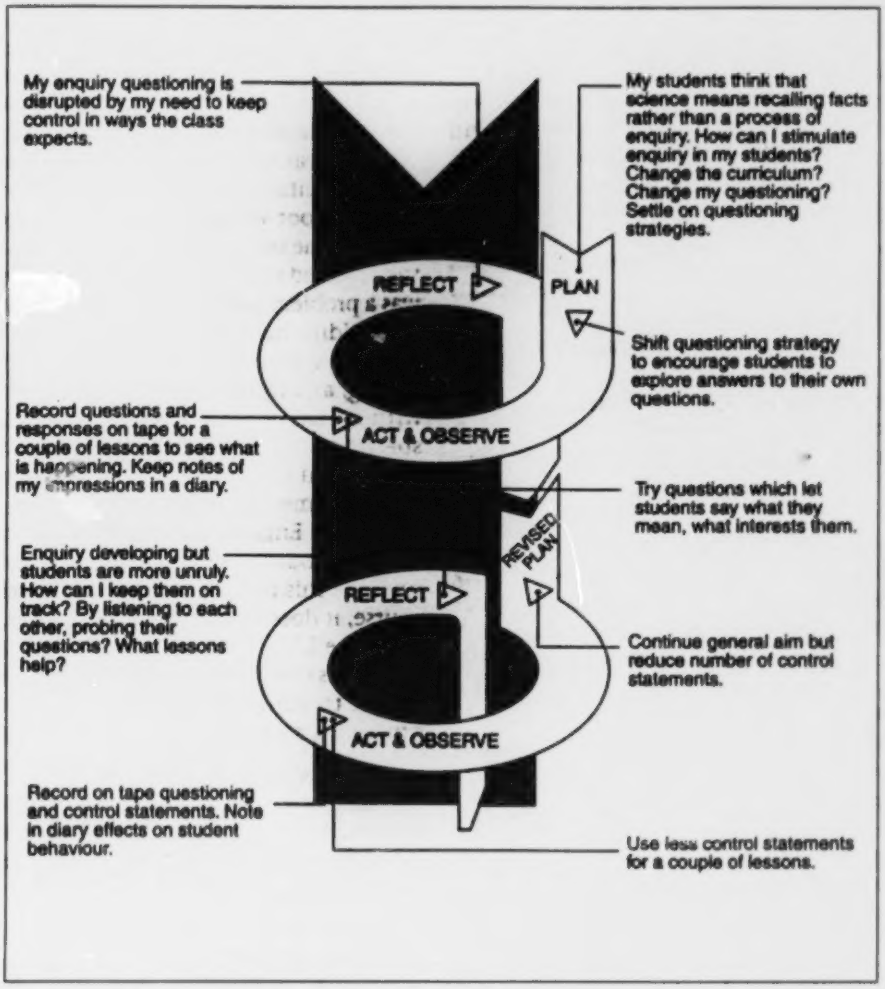
But, if you're really looking for BIG and a perspective that fully describes itself as action research, you've probably got to turn to the participatory action research (PAR) literature. There, because of the fully participatory nature of the work, entire villages may be involved. The same Kemmis and McTaggart we often cite, in the final years of their time at Deakin University, were involved in this sort of thing with Australian Aboriginal communities. But PAR is more prominent still in the "South"—the less-developed countries.

Batliwala and Patel (1997) report on a participatory action research study (entirely non-academic and non-governmental) undertaken to improve the living conditions of poor women living in Bombay. In the initial phase of the study, like in many action research studies, they needed to assess the situation: they believed there was a problem (living conditions were visibly awful) but they didn't have much in the way of details. So they drew up a simple set of questions, did a bit of fund raising, and in the end, 15 interviewers and 8 coders, with a field supervisor and six other action research specialists surveyed 6000 families, a total of 27,000 "pavement dwellers." The data was collected in the space of a month. One hundred copies of the report, in Hindi and English, were distributed at a press conference two months later. This was, however, just the first phase of this piece of participatory action research. Of course, it doesn't concern education in the classroom, let alone EFL. But it is of interest to action research specialists partly because Batliwala and Patel discuss the extent to which the investigation exemplified PAR principles, and, I suppose, partly because it was big.

Let's change "large" to "complicated." Can you give examples of somewhat more complicated action research projects. Are any of the projects described in Anne's Teachers Voices 2 *what might be called complicated action research projects?*

GC: I don't really know about this use of the word "complicated." But perhaps an important point to remember is that action research is often presented as spiral in nature. Look at the (originally Kemmis and McTaggart inspired) diagram in Anne's book, which reoccurs all over the place in the AR literature.

You observe to see what's going on, possibly with regard to a problem or concern. You formulate a plan or an intervention, implement it, evaluate the results, and very often go on to a second or third intervention, fine-tuning the first or alternatively trying something else to solve the problem. This cyclical or spiral aspect of action research is very similar to what can go on in academic qualitative research, where research questions may be reformulated or even discarded during the course of a project, and where additional unexpected material and findings may come up, all of which might be reported. In fact, many academic qualitative articles have a phrase near the beginning which say something like, "In this paper I report on part of a larger study...." Now this is not to say that there isn't a cyclical or spiral nature to quantitative academic research. There most certainly is. But it is external to the individual article (though you will sometimes find it internal to a dissertation, say, particularly in the physical sciences).


My enquiry questioning is disrupted by my need to keep control in ways the class expects.
My students think that science means recalling facts rather than a process of enquiry. How can I stimulate enquiry in my students? Change the curriculum? Change my questioning? Settle on questioning strategies.
REFLECT
PLAN
Shift questioning strategy to encourage students to explore answers to their own questions.
Record questions and responses on tape for a couple of lessons to see what is happening. Keep notes of my impressions in a diary.
ACT & OBSERVE
Try questions which let students say what they mean, what interests them.
REVISED PLAN
Enquiry developing but students are more unruly. How can I keep them on track? By listening to each other, probing their questions? What lessons help?
REFLECT
Continue general aim but reduce number of control statements.
ACT & OBSERVE
Record on tape questioning and control statements. Note in diary effects on student behaviour.
Use less control statements for a couple of lessons.

AB: Also, I think we would probably both advocate a more collective and critical approach to action research than we have seen described so far in the ELT literature. This collaborative element would inevitably make action research, if not more complicated at least more complex and dynamic. I have already mentioned what I see as the capacity of collaborative action research to integrate with important change processes. I think you can also get greater generality (perhaps in contrast to generalization?) and trustworthiness (in contrast to validity?) when you have overlapping or linked AR taking place amongst a group, as you can build up a composite picture of the situation within a common context. Then you can see whether what is emerging rings true for the people involved.

I like to think that the *Teachers' Voices* projects (1995, 1997, 1998) you refer to provide an example of this more complex kind of collaborative action research and on a fairly large scale. These were projects that emerged from the identification of a common research theme across the Adult Migrant English Program (AMEP) nationally. For example, exploring how teachers' course design practices were changing as a result of a new competency-based curriculum and looking at strategies for teaching mixed-ability groups were two areas that arose.

A network of AR groups each involving 5-7 teachers was set up in five different states in Australia, and these groups were linked together both in their exploration of a common area but also in that the research processes were facilitated and shared with two NCELTR researchers, myself and Sue Hood. This meant that what was coming out of the research could be discussed from group to group, and teachers in one state, who wanted to be in contact with teachers in another could be networked together. The common theme did not mean that teachers were told what research to do. On the contrary it meant that teachers could take their own perspectives on issues about mixed ability groups for example that were important for them. In this way a very rich and diverse picture of what was happening in mixed ability groups could be built up and similar accounts could be linked together. In this way I hope these projects were rich and complex rather than complicated.

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While action research is being done all over the world, do you see any unique opportunities for action researchers in Japan? Is there anything about a Japanese educational setting as you know it that would help or hinder an action researcher?

GC: An article by Ken Shimahara in *Teaching and Teacher Education* (1998) describes conditions for teachers in Japan state schools to get together for professional development activities, which are prefecturally supported. This sort of thing, including demonstration lessons done by more experienced teachers for less experienced (if it is not just pro forma or going through the motions), might provide the collegiality and mutual support that would aid collaborative teacher research. I can't tell from the article just how widespread this is, though my Japanese students here say it is pretty common. On the other hand, in the private language school and in the university part-time English teaching sector, I suspect the isolating and casual aspects of work would militate against collaborative teacher research, at least. Another point worth looking at, though, would be the tendency of academic publishing in Japan to be done "in-house." It is my understanding that to some extent it is as important, or more important, for one's professional career, that one publish in the journal of one's own university than in outside or international journals. If so, it may be easier to publish action research reports in journals valued by one's profession in Japan than elsewhere.

AB: Here, I can only go on impressions gained through two brief visits to JALT, on my reading of *The Language Teacher* and on what my postgraduate students, several of whom live and work in Japan, tell me about their teaching situations.

First of all I was very impressed when I attended the JALT 1998 conference in the very high level of interest in action research. There were several extensive workshop discussions as well as presentations which shared a whole range of classroom-based and institutional areas for research. I'm not sure whether there is a JALT SIG group or a Japan action research network, but the potential for it certainly seems to be there in ways that I have not really noticed in other contexts. The idea of action and practitioner research seemed well accepted to me. The big question for most of my students working in Japan seems to be how to introduce communicative methodologies into the classroom and to encourage Japanese students to speak more in English and to participate in interactive group activities. There immediately is a common theme that a teacher network could focus on to share ideas and to support each other's research.

What hinders AR, or indeed any other form of professional development, is casual and part-time work especially in the non-state school sectors, the lack of institutional structures and commitment to inservice opportunities, and the compartmentalized, nature of many teacher's work, the "island state" where there are very few opportunities to work in teams or even to find time to discuss classroom matters with other teachers.

Perhaps another point worth making is that while you can spend time reading about action research, it becomes a great deal more understandable when you actually do it. The majority of teachers I have worked with have said this to me. Graham's point about the cyclical and spiraling nature is not only well made but an essential aspect of understanding action research. There seems to be a point very early on (for the teachers I have worked with, it's usually at the second workshop/meeting when people come back together after trying things out for a while) when the whole thing seems very confusing and mysterious. It's only as the process goes on and the researchers start to hypothesize, reflect on, and share their perceptions about what is happening, and the data start taking you in unexpected directions that the point of it all becomes clearer.

What are some of the questions teachers in Japan might try to answer using action research? For example, what are some action research questions dealing with teaching grammar communicatively, creating a learner-centered classroom, or, even, changing a curriculum.

GC: I do think that action research questions should come from the people involved themselves. So I will resist this a little bit. I have no idea if the things you've listed really are concerns that should be investigated. It would be somewhat arrogant or at least misguided of me to claim to know what teacher researchers in their specific contexts might do or want to look at. However, when I was a teacher in conversation schools in Japan, some of my concerns were, "we don't have any teacher development programs at my school," "we don't really know if the new materials we've just written work," "I never have a chance to talk to my colleagues about teaching," and "we don't seem to have any way of improving working conditions at this school." If I had known about action research at that time, I could, with participation from students or fellow-teachers, have investigated any of them with action research methods, and I might have even found some partial solutions. Remember, action research is not confined to what one teacher can do alone in their classroom.

Any advice for readers who want to get started on an action research project?

GC: Teachers who want to start action research should try to get together with at least one other teacher and try to find an issue, concern, or problem arising out of their practice that is important for them to address and possibly solve. If they can involve their students ac-

Interview, cont'd on p. 27.

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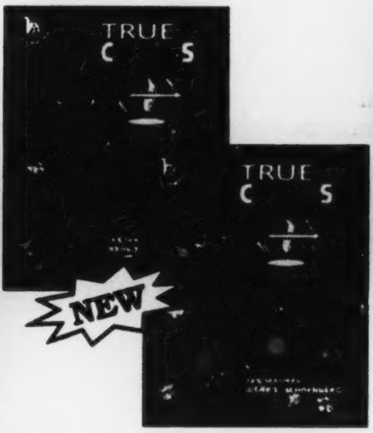

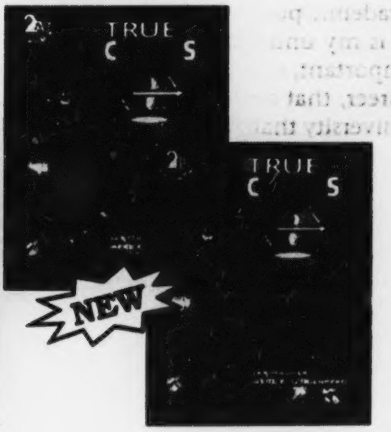

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Opening the Insider's Eye: Starting Action Research

Steve Mann
Aston University

This paper discusses the topic of getting started on a process of action research (AR). I hope that the paper encourages a few teachers to begin classroom investigations, because it is important for the TESOL and TEFL profession that we have more teacher-researchers. Only if we establish action research as a more attractive aspect of teaching can we avoid the almost complete separation between research on the one hand and practice on the other (Wallace 1991, p. 10). This gap between theory and practice has understandably caused a negative attitude towards theory among teachers. Essentially this rift has been caused by the predominance of the objective outsider in TESOL research. Action research offers the possibility of TESOL teachers providing an insider's view of the teaching process.

Participant Inquiry

In the nineties there has been an increasing recognition that we need to look more carefully at the web of interlocking ideas, choices, and decisions that constitute classroom teaching. The teacher is in an ideal insider position to articulate these complexities, and there is so much to uncover: "The more we look, the more we find, and the more we realise how complex the teacher's job is" (Allwright & Bailey, 1991, p. 5). However, the interesting question this quotation raises is "Who is doing the looking?" Are we talking about the outsider or the insider doing the looking, finding, and detailing?

Uncovering the Invisible

Action research helps our profession to record and detail the complexity which Allwright and Bailey refer to. Teachers can best document significant interventions and modifications in practice but they may not realise or be able to describe this complexity until they have begun a process of reflection or reading or both. A great number of teacher actions are unconscious and routinised. Indeed it would not be possible to do all the things that a teacher does in the classroom if all the actions were conscious. In other words much good practice has become second nature.

Action research is a way to engage with classroom teaching and bring more of it to a conscious level, a way to uncover what has become invisible. Once teachers feel engaged and more conscious of these everyday choices and decisions, they are in a better, position to frame appropriate research questions. In order to formulate and answer their questions, teachers "must grope towards their invisible knowledge and bring it into sight. Only in this way can they see the classroom with an outsider's eye but an insider's knowledge" (Barnes, 1975, p. 13).

If action research has two simple ingredients then, they are

- Opening teachers' eyes to what has become familiar.
- Developing a sustained focus on one aspect of teaching.

This observation and noticing leads to insights, naming what teachers do and describing and recovering practice so that it is not lost irretrievably (Naidu, Neeraja, Ramani, Shivakumar & Viswanatha, 1992, p. 261).

First Steps

Action research offers the chance to develop context-orientated understanding or what Prabhu (1990) calls "a sense of plausibility." In this section I will discuss how to get started in developing this sense of plausibility through a process of AR. The first step is usually identifying an idea. This may start out as a general idea. "My students don't seem very motivated" is fairly general, for example. The movement to a focus, for instance, on increasing the proportion of referential questions to display questions, provides a much narrower idea or focus.

It is understandable that many teachers' first response to any idea of conducting research is negative, perhaps even one of "indifference and downright hostility" (Wallace, 1998, p. 17). There is no answer to this position. AR cannot be enforced and does not work as a top-down directive (Widdowson 1993, p. 267) or as "duties in addition to those which already burden them" (Wright, 1992, p. 203). The motivation must come from the individual teacher or group of teachers.

For teachers who want to make a start there may still be problems of time. However, as far as AR is concerned, there is often no need for a radical change in the classroom. Becoming a researcher does not mean that one stops being a teacher. Elliot (1991) stresses the need to see AR in terms of the continual interrelation between practice and research.

本論ではアクション・リサーチを始める方法を論じる。教授方法を客観的に「外からの視点」で研究するという従来のやり方と比較すると、教師は、アクション・リサーチにより、「中からの視点」で研究できるのである。まず、研究テーマの選び方の大切さ、その焦点の当て方、などについて述べる。次に、アクション・リサーチを実行する際の注意点を挙げる。さらに、専門知識や時間の不足などの問題点も提示し、その解決方法も言及している。

It is also worth saying that teachers may like to begin small in terms of their research and may not have to be too ambitious at first. Allwright (1993) suggests that a good place to start may be simply getting students to discuss an issue in class rather than starting with a questionnaire survey in the traditional academic way. Parrot (1993) is certainly a good place to start because the research tasks in his book are small scale and can be done while teaching.

If teachers are motivated to create some time outside the classroom for reflection, reading and research planning, Allwright and Bailey (1991) advise starting with a general issue, thinking about the issue, then deciding what data is needed. This may be good advice, and a general issue may be enough to begin the process, but it is not always easy to go further. According to Burns (1999), practitioners new to AR comment that finding a focus and developing a research question are among the most difficult parts of the research process. Further, as Wallace confirms (1998, p. 27), the next important challenge is to narrow the focus as soon as possible. In other words, it is important to consider how a general issue can be made more manageable. The next section suggests possible techniques for this kind of thinking and decision making.

Narrowing the Focus

I advise (Mann, 1997) the complementary use of focusing circles (Edge 1992) and mind mapping (Buzan & Buzan, 1996) as techniques for this kind of decision making. Subsequent feedback from teachers confirms the usefulness of this combination. My experience of working with teachers on the Aston Master's in TESOL is that teachers have little problem in finding a general issue, but this issue or problem is often too big and, therefore, daunting and demotivating. Achieving a focus small enough to manage, which does not balloon up and become overwhelming, is where focusing circles and mind-mapping might be useful.

- Focusing circles—This is a technique from Edge (1992, pp. 37-38) which enables you to narrow your focus by drawing a small circle at the center (inside) of a larger one. The issue, topic or problem is written in the small circle, and the larger one is divided into four segments. In each of these segments an aspect of the topic is written. One of these four segments then becomes the center of the next circle and so on.
- Mind maps—Most teachers have, at some time, used mind maps or spider webs. Probably the most comprehensive guide to the use of mind mapping is provided by Buzan & Buzan (1996). Here the issue is written at the center of a piece of paper, and related factors branch out from the center.

Teachers at Aston reported that there is a different kind of thinking involved in the two techniques. The thinking in focusing circles is selective,*you are involved in deciding, you need to make choices and justify them..* In mind maps,*the main thinking goes into making connections, one thing leads to another.* Most of these teachers felt that of the two, focusing circles was more productive in finding a focus for AR. There was a feeling that once a decision had been made, that is, a focus found, then mind mapping could be used to trace back the connections and see the small focus within the bigger picture. Significantly, a number of these teachers report that using both during the AR process had helped them.

Further Advice on Choosing a Focus

Getting the focus right for the first piece of action research is very important because these early experiences shape teachers' attitudes and commitment to further action research. As Wallace (1998, p. 21) advises, try to avoid topics or questions which are essentially unanswerable. Burns (1999, p. 55) offers similar advice: (a) avoid questions you can do little about, (b) limit the scope and duration of your research, (c) try to focus on one issue at a time, and (d) choose areas of research which are of direct relevance and interest to yourself and to your school circumstances.

If teachers start with a problem which they want to solve, they should not be too ambitious. In other words, choose a problem which has a realistic chance of being solved. For many teachers it may be more useful to make their AR focus on a puzzle (Alwright, 1993, p. 132). Changing something in what is done is not necessarily the same as concentrating on a problem. Allwright and Bailey (1991) see concentrating on a puzzle as a productive way of integrating research and pedagogy. I suggest that your first piece of AR focus on a puzzle or a small change in classroom practice, rather than the biggest problem with the most difficult class.

Questions and Statements

Wallace (1998, p. 21) provides some basic questions which are worth asking early on in the AR process. The following are certainly useful questions to ask but teachers should not be put off if they cannot answer them. They are only useful if they help you move on. If they do put you off, ignore them. Teachers may only be ready to provide answers nearer the end of the AR process.

- Purpose—Why are you engaging in this action research?
- Topic—What area are you going to investigate?
- Focus—What is the precise question you are going to ask yourself within that area?
- Product—What is the likely outcome of the research, as you intend it?
- Mode—How are you going to conduct the research?
- Timing—How long have you got to do the research? Is there a deadline for its completion?
- Resources—What are the resources, both human

and material, that you can call upon to help you complete the research?

- Fine tuning—As you proceed with your research, do you suppose you will have to rethink your original question?

In fact, it may be more profitable to start by making a series of statements as Kemmis and McTaggart (1988, p. 18) suggest. For example,

- I would like to improve the. . .
- Some people are unhappy about . . . What can I do to change the situation?
- I have an idea I would like to try out in my class.

Talking Out Your Ideas

Once teachers have narrowed their focus, answered the questions above or made some rudimentary statements, or both, about what they intend to do, it is ideal if they can talk over ideas with a colleague or another interested teacher. Teachers working on AR projects often report the value of having the space to articulate their ideas. One Aston master's participant expresses this role of talking:

> Don't you think that any successful piece of work is seldom done alone? Sachiko made some good comments at Nagoya that made me rethink my approach... then discussions on the IBC [International Business Communication] discussion group really helped me develop. That's why these email discussion groups are important. Because talking about it helps you think and rethink.

There are interesting comments here on the way ideas develop through opportunities for talk. It is significant that this master's participant also sees both face-to-face (in Nagoya) and email discussion as talking about it. Email discussion is seen as one of a number of valuable tools or forums for the development of a research focus, pinning down an idea. Indeed, there are strong grounds (Cowie 1997, Russell & Cohen, 1997) for supposing that email has clear advantages for the development of teachers' reflective dialogue or "dialogic understanding" (Bakhtin 1973, p. 944). Certainly an email relationship with another teacher interested in AR can be a viable alternative to face-to-face support.

It is worth making the point that AR is often an individual undertaking but can be supported by other teachers. Burns's (1999) account of AR is very much a collaborative one and if it is possible to conduct AR as a group, this may provide a more supportive environment. It is clearly beneficial to be supported, and collaborative group work may be desirable for many. However, autonomous action researchers supported by other like-minded teachers may have some advantages over groups within schools or teaching centers. Working in groups can be a mixed blessing, and Russell and Cohen (1997) attest to the benefits of working with someone from outside the teaching context who acts as a sounding board. One final reservation about the kind of collaborative work that Burns describes is that it can lead to a tendency to offer suggestions and advice rather than act as an honest understander. In this sense collaboration may short-circuit the kind of cooperative understanding that Edge (1992) outlines—advice and suggestions may get in the way of the development of an individual's AR ideas. Clearly, however, some support is desirable, and you should look for collaborative or cooperative opportunities, if possible.

Problems with Action Research

In terms of beginning AR, forewarned is forearmed, and Nunan (1993), while being very positive about the possible benefits of AR, takes account of the principle problems that teachers face when conducting this kind of research. These include lack of time, expertise and support. He also mentions the fear of being revealed as an incompetent teacher (and this may be an important reason why collaboration with a teacher outside your teaching context is desirable). At a later stage there is also the fear of producing a public account of the research, which then becomes available for a wider (unknown) audience. Nunan provides some possible solutions: (a) having individuals with training in research methods available to provide assistance, (b) requesting release time from face-to-face teaching, and (c) setting up of collaborative focus teams. Burns (1999, p. 45-52) also has an excellent section on constraints and how to work with them. If you are pressed, my advice would be not to think about any problems until they hit you. Start positive: There may not be any problems!

Conclusion

Despite the possible problems listed above, most teachers find action research stimulating and rewarding. However, there is no theoretical or practical substitute for getting started. Begin with a few small scale observations (to train the insider's eye). You will then be in a position to choose a focus, narrow that focus and devise a series of steps or stages in order to investigate your focus.

With increasing use of the internet, we live in exciting times; the possibilities for connecting our insider views with the views of others are increasing. For those who are not fortunate to work in contexts where they have colleagues that support their aspirations and development, the prospect of joining other committed teacher-researchers is a positive and eye-opening one. The internet and action research are an exciting combination in combating the isolation of teachers (Wallace, 1998). AR—you ready?

Mann, cont'd on p. 27.

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Pre-Service Teacher Development Through Action Research[1]

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Reflective Teacher Education, Action Research and Educational Change

Over the last six years, our studies on the use of action research as a teacher development strategy have shown that it constitutes a powerful tool in promoting and extending a reflective approach to teaching with a focus on the development of learner autonomy.

Our choice of a reflective approach to teacher education follows from Schön's concept of professional situations as problematic—uncertain, unique and value-loaded—and his emphasis on epistemology of practice (Schön, 1987). The main implication of this view is that teacher education should be emancipatory, empowering teachers to become critical practitioners who are able to intervene within learning contexts in order to change them.

Action research meets this goal, through systematic and collaborative inquiry about practice whose aims are to achieve a better understanding of particular educational situations and larger educational contexts and to act upon those situations in order to bring about change and innovation (Carr & Kemmis, 1986). When "teaching constitutes a form of research and research constitutes a form of teaching" (Elliot, 1991, p. 64), teachers develop a view of teaching as an exploratory, developmental, self-regulating task. But what kind of learning should reflective practice through action research aim to promote? The assumptions and principles of both reflective teaching and action research are based upon "a metaphor of liberation" (Zeichner, 1983, p.6) whereby the school is conceived as a setting for personal and social transformation. They gain their meaning from a focus on the learner as a critical consumer and a creative producer of knowledge, who gradually takes control over learning content and process (Holec, 1981). In other words, we believe that the goal of teacher autonomy only makes sense if it includes the goal of learner autonomy, here defined after Holec as the ability to take charge of one's own learning. Educational change, from this perspective, means the enhancement of teacher and learner empowerment within the framework of an interpretative view of school education.

Student Teachers as Inquirers

In September 1995, as university supervisors of student language teachers in training, we set up an ongoing supervision project which integrates reflective teacher development with autonomous learner development through the use of action research[2]. Figure 1 gives an overview of the founding principles, aims, strategy, supervisory tasks, and main stages.

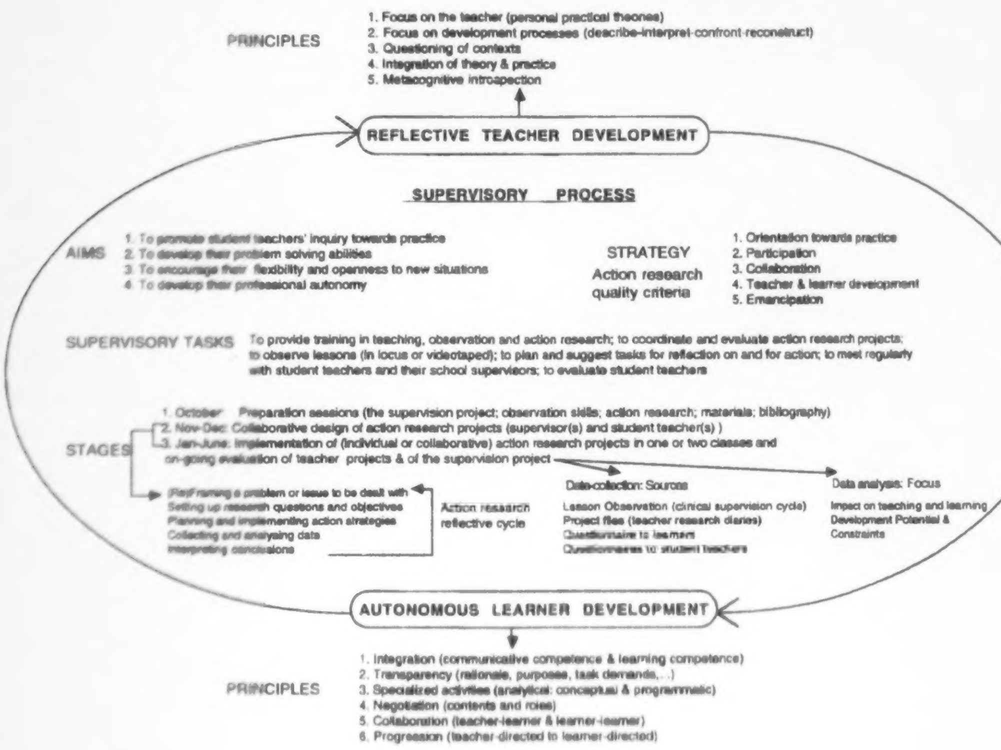
In the first three academic years of this project (1995 to 1998), 119 student teachers (mostly of English, but also of Portuguese and of German) developed 57 action research projects in their teacher training year involving 2359 secondary school pupils.

On the whole, the student teachers' projects usually aim at understanding and solving pedagogical problems involving pupils' language needs, attitudes and beliefs, and behaviour in class. The projects are organized as follows. Firstly, student teachers select a research area, read on related topics, and construct or adapt materials for teaching or research purposes. They then collect and analyse data from pupils for process evaluation, and reflect systematically on their practice. Finally, they organize the project materials into a file, and carry out a global evaluation of their work, taking into account the pupils' opinions of their learning processes. These tasks engage student teachers in inquiry about different areas of their professional development—*practical theories, language learning, teaching and learning contexts*, and *supervision*.

- *Inquiry about their own practical theory* aims at uncovering and scrutinizing it against that of others, in order to elaborate it and make it susceptible to change (Handal & Lauvås, 1987). Practical theory is defined as "a person's private, integrated but ever-changing system of knowledge, experience and values which is relevant to teaching practice at any particular time" (p. 9).
- *Inquiry about learning*, with a focus on pupils' autonomy as language users and language learners, helps to uncover covert language learning processes, their attitudes towards language and learning, and their metacognitive knowledge and strategies, in order to plan, monitor and evaluate learning processes and outcomes.

大学で１９９５年に作られた実習中の教育実習生の監督プロジェクトの理論的基礎、手順、結果について述べる。小規模のアクション・リサーチを行うことにより、実習生たちは学習者中心の教授方法の大切さを知り、また、彼らの教授方法に対する反省的な態度を助長する。教育実習生は実際的な理論をより深く理解するためにテーマを絞り、アクション・リサーチを行い、自分の教授方法を変化させて行くのである。

FIG. 1 - An Overview of the Supervision Project: Principles, Aims, Strategy, Supervisory Tasks, Stages


PRINCIPLES
1. Focus on the teacher (personal practical theories)
2. Focus on development processes (describe-interpret-confront-reconstruct)
3. Questioning of contexts
4. Integration of theory & practice
5. Metacognitive introspection
REFLECTIVE TEACHER DEVELOPMENT
SUPERVISORY PROCESS
AIMS
1. To promote student teachers' inquiry towards practice
2. To develop their problem solving abilities
3. To encourage their flexibility and openness to new situations
4. To develop their professional autonomy
STRATEGY
Action research quality criteria
1. Orientation towards practice
2. Participation
3. Collaboration
4. Teacher & learner development
5. Emancipation
SUPERVISORY TASKS
To provide training in teaching, observation and action research; to coordinate and evaluate action research projects; to observe lessons (in locus or videotaped); to plan and suggest tasks for reflection on and for action; to meet regularly with student teachers and their school supervisors; to evaluate student teachers
STAGES
1. October Preparation sessions (the supervision project; observation skills; action research; materials; bibliography)
2. Nov-Dec: Collaborative design of action research projects (supervisor(s) and student teacher(s))
3. Jan-June: Implementation of (individual or collaborative) action research projects in one or two classes and on-going evaluation of teacher projects & of the supervision project
(Re)Framing a problem or issue to be dealt with
Setting up research questions and objectives
Planning and implementing action strategies
Collecting and analysing data
Interpreting conclusions
Action research reflective cycle
Data-collection: Sources
Lesson Observation (clinical supervision cycle)
Project files (teacher research diaries)
Questionnaire to learners
Questionnaires to student teachers
Data analysis: Focus
Impact on teaching and learning
Development Potential & Constraints
AUTONOMOUS LEARNER DEVELOPMENT
PRINCIPLES
1. Integration (communicative competence & learning competence)
2. Transparency (rationale, purposes, task demands,...)
3. Specialized activities (analytical: conceptual & programmatic)
4. Negotiation (contents and roles)
5. Collaboration (teacher-learner & learner-learner)
6. Progression (teacher-directed to learner-directed)

- *Inquiry about the contexts of teaching and learning* aims at disclosing constraints on their action, uncovering professional dilemmas, and helping them cope with the problematic nature of professional situations, by extending the focus of reflection beyond the technical level.
- *Inquiry about the supervisory process* itself is crucial to understanding its assumptions and principles and questioning its contextual appropriateness. As they reflect about action research, classroom observation, reflective teaching, and teaching and supervisory roles, student teachers see the supervisory process more clearly and are better able to provide feedback on it.

As supervisors we try to promote inquiry at all levels, in a style situated somewhere between the *directive-informative* and the *collaborative*, depending mainly on the student teachers' readiness to assume responsibility for their own action (Glickman, Gordon, & Ross-Gordon, 1998). This means, basically, that our supervisory strategies are context-sensitive and contingent on what the teachers see as relevant for their development and for the improvement of their students' learning. The interactive dimension of the supervisory process is explored in ways that promote mutual understanding through negotiation. We strive towards a democratization of roles which fosters the development of self-determination attitudes and skills. Like the students, we inquire into their practice by taking their professional development as a research object within the supervision project. In the following two sections, we discuss some of our conclusions, focusing on the changes we observed in the student teachers. We focus as well on the development potential and constraints of the use of action research in the teacher training year. We base this discussion on the results of our 1997-1998 evaluation.[3]

Professional Change

Evidence from the analysis of student teachers' research diaries, especially from their individual Critical Appreciation Reports on the value and impact of their action research projects, shows that professional change takes place in three areas: *belief and attitudinal, conceptual,* and *procedural.*

Belief and attitudinal change—Student teachers' writing shows that they develop a critical view of teaching through the conscious articulation of beliefs about and attitudes towards language learning and educational purposes, teacher and learner roles, and the problematic nature of teaching. Beliefs and attitudes gradually become more explicit and elaborate, moving from an outsider-controlled to an insider-controlled view of learning. Student teachers and learners seem to develop a sense of direction as co-constructors of knowledge.

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Conceptual change—This area, in combination with the previous one, highlights the ideological nature of change, for it has to do with how the teacher perceives the means and ends of educational phenomena. Our student teachers recognize that an explicit focus on the learner helps them clarify teaching effectiveness, deepen their understanding of teaching and learning priorities, expand their professional language and (re)construct their practical theories. They develop an interpretative view of teaching and learning as exploratory, developmental, and self-regulating tasks.

Procedural change—Although change in this area is always expected during the training year, it may result from an adaptative, chameleon-like strategy which, in itself, does not constitute real change unless it is accompanied by changes in concepts and beliefs. Within our project, student teachers experience several procedural changes, emphasising more systematic and organised action, better decision-making skills, greater creativity in programming, and a growing focus on the learner. These changes seem to be closely related to changes in the first two areas.

We now present some quotations from the student teachers' Critical Appreciation Reports that show how the above changes are interconnected in their written discourse:

> [This project] called my attention to the need to become a reflective teacher, that is, to think about what was done, about the results and the possible reasons that explain why certain strategies did not work as expected; it also made me reflect on the possible solutions to solve the problem, and therefore try to guide pupils towards more autonomous and responsible learning. (A. C. O.)

> I think that my greatest difficulty was being asked to be reflective. . . . As time went by, I began to understand that this way of thinking. . . can only be changed with teaching maturity, with systematic questioning and constant experimentation. Although I can already notice some significant changes in myself, I mean, an evolution in my role as a reflective teacher, I think there's still a long way to go in my professional growth. (N. M.)

> Besides reading and investigating quite a lot, [this project] made me reflect on my professional practice, for, in my opinion, only by means of reflection can a teacher make improvements. . . can one become capable of reflecting on the errors one makes and correct them, as well as reacting more quickly to pupils' needs and adapt our materials to their needs and interests. (S. P.)

Development Potential and Constraints

Development potential and constraints were evaluated through a final anonymous questionnaire with three sections. In the first section, student teachers indicate their degree of agreement with 20 statements about the potential of action research in the teaching profession. These are based on quality criteria for conducting action research, taken from Carr & Kemmis (1986), Allwright (1992), and Moreira (1996), and on principles for autonomous learner development from Vieira (1998) (see Figure 1). The second section presents 37 constraints related to the organisation and functioning of the training year and the development of action research projects. Student teachers are asked to identify the constraints felt and the degree of difficulty added by them, and state whether they were overcome. The final section of the questionnaire asks student teachers to justify previous responses and give suggestions for improvement in the supervision project.

Development potential—Student teachers generally agree that the quality criteria of action research are fulfilled within their personal experience. They confirm its potential as a strategy for both teacher and learner development in this context, and acknowledge the articulation of research, teaching and learning within their projects. Some of them are uncertain about the impact of the projects on pupils' learning, probably because they are unable to establish clear cause-effect relations between teaching and learning or separate learning processes from learning outcomes. Others are also uncertain about the integration of theory and practice within their projects, possibly because they lack the time or the ability to distance themselves from their action enough to understand how practice generates theory and how theory informs practice. A few of the student teachers feel collaboration with peers and school supervisors is unsatisfactory, probably because some projects are undertaken individually, and because some school supervisors may see this project as something external to them and do not get involved.

Constraints—Student teachers identify several constraints which produce a high or moderate degree of difficulty in the development of their projects. However, most of those constraints are overcome, and this helps to explain why student teachers perceive the overall project as extremely relevant. Of all the constraints, the most persistent one is lack of time, a well documented problem in the literature. The other most persistent constraints are difficulties in combining the projects with other teacher training activities, with the syllabus and with the pupils' needs. Some student teachers, throughout the year, fear they may not meet the university supervisor's expectations, possibly because of the complexity of the supervisory strategy and their unfamiliarity with it. The diversity of the supervisory practices of the university supervisors, the majority of whom do not participate in this project, is also felt as a persistent constraint. This following quote is representative of the student teachers' perceptions in general:

> I can point out some problems related to the adoption of this training strategy which, though not interfering with my motivation, set limits on my practice. They relate mainly to overwork and time management. The diversity of supervisory practices also constrains the development of these projects. Although lack of experience limited my practice, it led me to constant reflection towards an approximation between theory and classroom methodology, thus causing changes and reconceptualizations which are in tune with the principles underlying this training strategy: to improve the ability to regulate one's action towards the development of autonomous teachers who then develop autonomous learners. (P. F.)

Many respondents express the need for a better coordination of institutional priorities, strategies and practices. They also stress the need to increase collaboration between university and school supervisors, namely through a greater involvement of the latter.

We recognise that the difficulties usually associated with the first teaching year are heightened by one's involvement in something as risky as research. There is the threat to self-esteem, the fear of not being able to cope, work piling up, and time dwindling. All these problems may occur as the student teacher battles with feelings of insecurity, anxiety, unpreparedness, and inability. Although evidence suggests that the project is valid, we are quite aware of latent problems whose resolution is not always easy to accomplish.

Final Remarks

There is a potential tension between the emancipatory aims and democratic nature of action research and its use within an institutional framework, where it is imposed as a supervisory strategy. There may be some initial resistance on the part of student teachers, which usually fades away as they gradually take control of their own and their pupils' development. The fact that they endorse the strategy and are able to understand the relationship between research, teaching, and learning is a positive sign that this tension can be greatly overcome.

This project makes great demands on everyone involved: the supervisors, the student teachers, and their pupils. We must furnish appropriate support and guidance, constantly adapt our supervisory styles to suit teachers' readiness, and be alert to situational constraints that may hinder their action. For student teachers to perceive teaching situations as problematic and learning as a self-controlled activity, they must develop cognitive flexibility and tolerance of uncertainty and ambiguity. As far as pupils are concerned, suffice it to say that a learner-centered approach is obviously more demanding than a teacher-centered one, since it requires their taking responsibility for learning.

We must mention the fact that this project is often in conflict with prevailing views of supervision, research, teaching and learning, and institutional requirements, both the school's and the university's. This raises questions which lead us to adopt a critical stance towards our approach, even when this project has been, on the whole, endorsed by all parties.

Several measures to deal with constraints and dilemmas have been undertaken since we set up the project in 1995: (a) a growing emphasis on participatory evaluation with a specific focus on constraints; (b) the design of instruments to regulate the discourse of supervision, mainly concerning issues of control and power relationships; (c) the compilation of teaching and research materials into a file for student teachers, including examples from their fellows; (d) the invitation of former student teachers to share their action research experience with their colleagues; (e) the limitation of action research projects to one class per student and the encouragement of collaborative project design; and (f) the development of a program for school supervisors, where action research is the main training strategy.

As teacher educators, we have learned a lot from this project. Above all, we have learned that our own professional empowerment makes greater sense when it builds on the empowerment of student teachers, just as theirs gains meaning from a focus on pupils' empowerment.

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Moreira et al., cont'd on p. 36.

A Web-Integrated Course: A Shared Perception?

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The overall goals of the Applied Information Science and Environmental Issues (AISEI) course at our college are to expand environmental awareness, increase computer skills, and develop the English language skills of Japanese college students. As the course instructors, we consciously chose not to use print materials in order to reinforce the environmental theme. Instead we developed a course website that functioned as a textbook, interactive study guide, student portfolio, and research tool. As a classroom-based research project, we used weekly web-based student feedback logs to gain an understanding of student perceptions and attitudes towards the course structure. Thus, this paper will provide an overview of our research, including an explanation of the web-based feedback forms. It will offer an analysis of the student responses and suggest implications for future web-based course design.

Background

AISEI used English as the language of instruction and followed a collaborative content-based instructional model (Sagliano & Greenfield, 1998). Students were expected to reach a basic level of proficiency as they used English to understand, discuss, and write about simple computing concepts and environmental issues (Brinton, Snow, & Wesche, 1989). The course was taught by two language specialists with computing backgrounds.

The class met for one hour and forty minutes (8:30 - 10:20) three times a week (MWF) for 15 weeks. As a second-semester, first-year course, AISEI traditionally has low student enrollment and during the semester that this articles describes, there were nine first-year students with low-intermediate English proficiency in the class. All but one student had taken Introduction to Applied Information Science the previous semester and had basic computer skills, including those in word processing and email. The class was held in the college computer lab containing Macintosh Power PCs, and students were generally seated in front of a computer the entire time. The instructors' computer at the front of the class was connected to a light box projector. Images could be projected onto a large screen in the front of the room for instructional purposes.

In initial planning sessions, we agreed on the following three guidelines to direct the development and implementation of the course:

Project-based syllabus

Projects emphasize learning through the accomplishment of various tasks to achieve an end product (see Fried-Booth, 1986; Henry, 1994). In addition, active learning tasks can be easily integrated into project work. These include cooperative and collaborative activities that require the formation of critical thinking skills, decision-making skills, and learner autonomy (Bonwell & Eison, 1991).Thus, language and computer skills and computer technologies can be introduced, practiced, and expanded as needed by the students to complete a project. Environmental issues would function as an overarching theme for all of the course projects.

We designed the projects to encourage student autonomy (Little & Dam, 1998). Responsibility for each project's success rested in the hands of the students as they worked to demonstrate what they were capable of doing independently. However, projects done at the beginning of the semester were thoroughly scaffolded (see Chamot & O'Malley, 1994) to create a low-risk learning environment in which students could become comfortable learning autonomously. Early projects usually involved the whole class, while later projects were completed by small groups or individuals. In general, we gave the students a basic outline of each project and the students located and organized materials through a series of tasks to complete the project. Project grades were determined according to criteria agreed upon at the beginning of the semester. Here is a brief description of the four projects students completed over the semester.

- Environmental Change Documentary Project—Students documented the changes that occurred to an environment over time by photographing the same location once a week for ten weeks. The environments encompassed a river, construction sites, farm fields, and undeveloped areas. The students created a website in which they described their feelings

Applied Information Science and Environmental Issues (AISEI)コースを教える教師として、ウェブサイトを作成し、このコースの教科書、双方向の入門書、学生のポートフォーリオ、研究ツールとした。そして、学生にコンピュータを使ったプロジェクトを一年間に４つ課した。簡単なコンピュータ概念や環境問題について理解し、議論し、作文するのに英語を使用したので、学生は基本的な英語力レベルに達していると思う。また、プロジェクトを基本とした授業構造に対する学生の認識、態度を理解するため、毎週学生に授業のフィードバックをさせた。これら学生の応答は分析され、議論され、さらなるウェブサイトを基本としたコースデザインのために、いくつかの提案がなされた。

about change and put on a slide show showing the change. They used word processing, scanning, and web authoring with graphics to complete the project.

- Environmental Dictionary Project—Students collected and organized environmental terms and definitions alphabetically into a printed dictionary, later developing a dictionary website. They used word processing, emailing, web researching, and web authoring with graphics to complete the project.
- Computers and paper project—Students conducted research and collected data on paper use within the college community, later sharing their findings via email with students in the US conducting similar research. Students developed webpages to report additional information. They used word processing, emailing, web researching, and web authoring with graphics to complete the project.
- Habitat exploration project—Students chose local habitats (urban, rural, wilderness, ocean) to document by using the five senses of sight, hearing, touch, smell, and taste. After additional research, the students created print newsletters, multimedia websites, and videos about the habitats. They used word processing, graphics designing, desktop publishing, web publishing, and multimedia web authoring to complete the project.

Course website

The fact that the class would be held in the computer lab and our decision to use little paper in the course encouraged us to develop an innovative course website. We agreed that the non-linear nature of the website would lend itself perfectly to the non-linear, integrated character of the project-based syllabus. Thus, project descriptions and instructions, learning activities, support materials and student feedback logs could all become part of the website. In addition, we would utilize available JavaScript and cgi-bin technologies[1] to make many of the tasks and activities interactive: That is, the presentation of the material would be affected by the user's choices (Ebersole, 1997).

The website layout used a basic frame design: narrow left frame with a larger main frame. The site navigation bar, an image map in the left frame, linked the six main sections of the site: This Week, Calendar, Projects, Activities, People, and Links. Also part of the navigation frame was a hidden visitor counter. The counter's source site provided extensive details on the website's hits including date and time of visitor access. All the website pages were visually unified by a consistent design theme which included a class logo, clear headings, and a simple color and graphics scheme.

Formative evaluation

Responding to a recent call by Shetzer (1998) for educators to examine the use of computers in the class, we incorporated an action research project to help us formatively evaluate (Daloglu, 1998) the students' perceptions of the web-integrated course design and implementation.

The Action Research Project

Teacher-initiated action research is one readily available tool teachers have to improve classroom performance. Action research helps the teacher understand the complex and varied interactions that make up a language classroom at a particular point in time with a particular group of students. By its very definition, action research cannot make strong theoretical claims, but it can provide a framework in which an instructor observes a determined phenomena and reflects on its effect in the classroom (LoCastro, 1994).

After we identified our area of investigation, we developed a research plan and began to gather data systematically. Our principal means of gathering data were weekly web-based student feedback logs with which we collected, collated, and analyzed student feedback. We also maintained online teaching journals. In addition, we observed students in the classroom and shared our work-in-progress with colleagues (although these aspects of our research are not addressed specifically in this article).

When designing feedback items, we focused on student attitudes and reactions to the course. However, just as we provided more support with beginning projects, we scaffolded the content of the feedback logs to help students become comfortable with the concept of regularly and freely giving their opinions and ideas. Early logs asked students simply to relate what they had learned in class, what skills were new, and what they would change about the class if they could. We used simple fill-in-form HTML, such as text areas and pull-down select menus, to create the feedback logs. Over time we discovered that we could focus responses more easily if we used pull-down select menus and clickable radio buttons as opposed to blank text areas. We found data collection particularly easy because of the web-based nature of the instrument. Once we had an HTML template of an online feedback log utilizing fill-in-forms and cgi-bin, substituting items each week took very little time.

We asked students to respond to a wide range of feedback items, which in retrospect probably did not all conform to the research focus, yet in many ways provided us with new directions to explore. Logs asked students to

- Determine what language and computer skills they had practiced and learned through their work on a specific project.
- Rank according to preference a variety of activities both on- and off-line done in one class period.
- Describe how they felt about an upcoming email exchange with ESL students in the U.S.
- Evaluate the course website, indicating which pages they used or did not use and possible reasons for this.

- Comment on how they liked or disliked the on-line activities frequently done in class.
- Express their opinions of the group work used in some of the projects.

The end of the semester marked the end of our data collection stage. Although we had been discussing the data as we collected it, at this time we began to analyze and reflect on the data more deeply.

Discussion

In this section, we discuss the responses from two feedback logs. In addition, we would like to invite readers to visit our website where it is possible to view all of the feedback logs to which we have linked the students' responses[2] and our interpretation of those responses at miyazaki-mic.ac.jp/classes/fall98/aisenv/ index.html.

The November 13 feedback log (see Appendix 1 for questions) asked students to think about the various parts of the class website, including *favorite, least favorite, most used*, and *least used* page or feature. The responses indicated that a major reason why students liked the course website is that it helped them stay organized and focused throughout the semester. Several students liked the People page because they could access class members' homepages and check their own grades and attendance. Interestingly, the latter feature was a reason why one student did not like the People page; he was scared to see his grades! The most popular pages seemed to be Calendar and This Week since these pages allowed students to stay up to date and review past classes. Overall, we were pleased with the students' reactions to the design of the website.

The critical feedback that students offered will influence the redesign of the website. Students mentioned that they disliked or seldom used the Links and Activities pages. These comments might have been prompted because the teachers rarely used either page in class demonstrations. Next year we may want to have the students develop these pages. We think if the students felt a certain degree of ownership of the page, they may be more likely to use it. One student did not like Calendar because it was difficult to access quickly. We might want to reverse the chronological order of this page so that the most recent dates are at the top of the page. Another student disliked Projects because of its high text density. High text density was also a reason why one student printed some pages. It may be that we need to think more carefully about the students' needs when creating pages that give the students instructions. In short, what seems like a good description to instructors may be overwhelming for students.

The December 4 feedback log (see Appendix 2 for questions) focused on student attitudes towards group work. The results indicated that the students were positive about independent group work and an autonomous learning environment. All of the students agreed with the statement "I like group work" and the majority preferred group work to working alone. Half of the students chose *yes, mostly* to "I like being the group leader," while the other half chose *sometimes*, which suggested to us that group work was successful because there were enough students willing to lead the groups. This was consistent with the positive attitude demonstrated in the written comments:

- I think group work is important, but it is difficult.
- I like this group because we are in cooperation with each other.
- I like to do such a group work. But, If group member absent from class, I would have trouble. I don't want bother my group member. So, I don't want absent this class when I fell sick.

This last response could have been prompted by the statement "It bothers me when some students are absent," to which the student reactions were evenly distributed from *No, that doesn't bother me* to *Yes, that really bothers me*, though the distribution leaned slightly more towards the latter statement. Interestingly, all of the students felt that they did more work than the others in their groups, with two students answering that they felt this was always the case. Nevertheless, this apparently did not negatively influence the students' overall enjoyment of group work.

With regards to decision making in class, students agreed with a slight positive balance towards "I like it when the teachers make the decisions in class," with half of the students answering *sometimes*. The exact same slight positive balance was given towards "I prefer it when the teacher makes groups than when I choose the group." In both of these items, three students answered *yes, usually*, but no student answered *yes, very much*. These answers would seem to indicate that the students prefer the teacher to make most class decisions.

Contrary to this conclusion, however, a full three-quarters of the students agreed with the statement "I like making decisions in class," with one *yes, very much*, while the remaining quarter answered *sometimes*. This is a definite positive balance that we interpret as indicating that the students are comfortable with student decision making and student directed learning environments, possibly more so than teacher-directed situations. Still, the fact that students responded positively to teacher decision making leads us to conclude that the students did not necessarily see their autonomy in exclusive opposition to teacher decision making.

Conclusion

The development, implementation and evaluation of AISEI has been very exciting for us. The research project has prompted us to think about many other areas of the web-integrated course to investigate. We feel that an effective course website requires substan-

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tial planning, and we want to incorporate what we have learned from the research in our next website. We hope to create a website that is flexible enough to allow student decision making and incorporate more student ownership, while maintaining the solid framework of the course. However, in any action research project, it is important to view the research as cyclical. After implementing design changes, we will begin the action research process once more.

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Notes

1. It is beyond the scope of this article to further explain these technologies. Please visit the World Wide Web Consortium's website www.w3.org/ for more information.
2. All students have signed release forms giving us permission to display their work.

Author Profiles

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Appendix 1: November 13 Feedback Log

This week we would like you to think about the class website and how you use it.

1. What feature or page do you like the best on the class website? Why?
2. What feature or page do you like the least on the class website? Why?
3. Which class website page do you use most often besides THIS WEEK? Why?
4. Which class website page do you use the least? Why?
5. What pages have you printed from the class website? (If none, write none in the comment box.) Why?

Appendix 2: December 4 Feedback Log

Project 4 requires you to work independently in groups. What do you think about this? How do you feel about group work? Please choose whether you agree (yes) or disagree (no) with the following statements.

1. I like group work.
   Yes, very much.
   Yes, mostly.
   Sometimes.
   No, not much.
   No, not at all.
2. I like being the group leader.
   Yes, very much.
   Yes, mostly.
   Sometimes.
   No, not much.
   No, not at all.
3. I do more work than the others in my group.
   Yes, always.
   Yes, often.
   Sometimes.
   No, not usually.
   No, I think the work is even.
4. I prefer working alone than working in a group.
   Yes, very much.
   Yes, usually.
   Sometimes.
   No, not usually.
   No, not at all.
5. It bothers me when some of my group members are absent.
   Yes, that really bothers me.
   Yes, that bothers me.
   Sometimes that bothers me.

Isbell & Reinhardt, cont'd on p. 32.

アクション・リサーチの特質

—「科学的授業研究」との比較を通して—

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I．問題の所在

日本における授業研究の中心は、「科学的」と称される授業研究である。佐藤（1992, p.65）は、「科学的授業研究」を、「授業を固有の理論研究の対象とし、経験科学の方法でその過程の法則的な理解や技術原理の一般化を求める」考え方に立脚していると捉え、「科学的授業研究」が1960年代に始まり、現在まで続いていると見る。

「科学的授業研究」は、英語教育においても存在し、英語教育における授業研究では、「英語教育学」に基礎を置く「科学的授業研究」が主流を占めていること（垣田; 1979, 松畑; 1972・1991, 金谷; 1991・1994）が理解される1)。

イギリスやアメリカにおける授業研究では、Shon（1984）、Cohen& Manion（1985）、Kemmis & McTaggart（1988）に見られるように、事例研究やアクション・リサーチを基盤とした研究が、1980年代半ば以降中心になっている。しかし、近年の英語教育における授業研究に限定した場合、イギリス系の研究者のアクション・リサーチに対する考え方(Nunan; 1989・1990・1992, Richards & Lockhart, Wallace; 1991・1998）の中にも、日本の「科学的授業研究」と類似の概念が見られる。そして、そのような考え方が、日本の英語教育におけるアクション・リサーチに再導入され、現在の日本のアクション・リサーチの概念並びに方法が、1960年代以降隆盛した「科学的授業研究」に酷似する（佐野; 1997・1999, 佐野・奥山；1998 a・b）という複雑な循環が起こっている。

従って本稿では、日本におけるアクション・リサーチの現状を転換するために、アクション・リサーチと「科学的授業研究」の根本原理の相違を考察することを通して、アクション・リサーチの特質を明らかにし、授業研究におけるアクション・リサーチの成立基盤を捉えることを主題とする。

II．「科学的授業研究」の特質

稲垣・佐藤（p.121）は、「科学的授業研究」の特質を、「技術的実践の授業分析」と銘打ち、次のように捉えている。

目的：文脈を越えた普遍的な認識。
対象：多数の授業のサンプル。
基礎：実証主義の哲学。
方法：数量的研究・一般化, 法則定立学。
特徴：効果の原因と結果（因果）の解明。
結果：授業の技術と教材の開発。

「技術的実践の授業分析」の特質が、英語教育の領域では、「英語教育学」に基礎を置く「科学的授業研究」（垣田；1979, 松畑; 1972・1991, 金谷;1991・1994）であることは、拙稿（1999）で既に明らかにした通りである。

日本における「科学的授業研究」が、授業研究を閉塞させていることは、同一の教材、同一の方法で、同一の教師が授業を行ったとしても、学習者が異なれば、授業の質が変化することに鑑みる時、容易に理解できよう。換言すれば、授業は一回限りの存在であり、物理学の法則や数学の公式が有する普遍性とは、相容れない存在なのである。従って、「科学的授業研究」の呪縛から脱却することが求められるのである。

III．アクション・リサーチの特質

稲垣・佐藤（p.121）は、「科学的授業研究」（「技術的実践の授業分析」）に対立する概念として、「反省的実践の授業研究」（アクション・リサーチ）を挙げ、次のように説明している。

目的：文脈に繊細な個別的な認識。
対象：特定の一つの授業。
基礎：ポスト実証主義の哲学。
方法：質的研究・特異化, 事例研究法・個性記述学。
特徴：経験の意味と関係（因縁）の解明。

上記の考え方は、佐藤（1996,p.189）によるアクション・リサーチの定義である「一般に実践を対象として研究する場合、中立的な立場で客観的に調査し研究することが好ましいとするのが実証主義の主張である。それに対して『アクション・リサーチ』では、教師の問題解決過程に研究者も積極的に関与して、変化の過程全体の分析が行なわれる。（中略）今では、研究者が教師と共同の関係を築いて展開する実践的探求を『アクション・リサーチ』と呼ぶことも多い」の中にも反映されている。佐藤は、「実証主義の主張」すなわち「科学的授業研究」とアクション・リサーチに、対立を見出しているのである。

この対立は、イギリス系の研究者も認めている。

> I. research which has the primary goal of finding ways of solving problems, bringing about social change or practical action, in comparison with research which seeks to discover scientific principles or develop general laws and theories.
>
> （Richards, Platt & Platt, pp.4-5）
>
> Action research...is less interested in obtaining generalisable scientific knowledge than knowledge for a particular situation or purpose.
>
> （Nunan 1990, p.63）
>
> [Action research] differs from other more traditional kinds of research, which are more concerned with what is universally true, or at least generalisable to other context.
>
> （Wallace 1998, p.17）（[ ]内は筆者による。）

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アクション・リサーチが、授業の一般法則や普遍原理の追究を志向していないことは、両者に共通して捉えられる事項であり、アクション・リサーチは、その意味において、「科学的授業研究」とは一線を画していると言えるのである。

また、稲垣・佐藤（p.121）が述べる「反省的実践の授業研究」では、授業研究の「結果」として「教師の反省的思考」がもたらされると捉えられており、"Reflection"（Richards& Lockhart, p.12）、"The 'reflective cycle'"（Wallace;1991, p.56）、"the practicing teacher's reflection"（Wallace; 1998, p.18）及びNunan（1989, pp.12-13）に見られるアクション・リサーチのプロセスと、共通した事項としてのreflectionが浮かび上がってくる。

さらに、稲垣・佐藤（同上）においては、「反省的実践の授業研究」における「対象」を、「特定の一つの授業」に設定している。この点もNunan（1990, p.63）及び、"...action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context."（Nunan; 1992, p.18）に見られる考え方と共通しており、多数の授業に普遍的に当てはまる一般法則を追究する考え方とは、対立している。

しかし、稲垣・佐藤とRichards, Platt & Platt 、Nunan、Wallace らの考え方には、根本的な相違も見られる。稲垣・佐藤（p.121）は「反省的実践の授業研究」における「特徴」を、「経験の意味と関係（因縁）の解明」に見出している。すなわち、「特定の一つの授業」の中で生起する一回限りの出来事の意味や経験をどのように教師が捉えるのかを考えること、換言すれば授業を解釈することに、その「特徴」を見出している。一方、Nunan（1989, pp.12-13・1992, p.17）、Richards & Lockhart（pp.12-13）、Richards, Platt & Platt （pp.4-5）、Wallace（1998, p.14）らは、いずれも「仮説」に基づく「検証」を行なうこと、言い換えれば「効果の原因と結果（因果）の解明」（稲垣・佐藤, p.121）を、アクション・リサーチで採り挙げている。Nunanらの考え方は、アクション・リサーチを「科学的授業研究」と錯誤させる根源を築いている。なぜならば、「仮説」の「検証」は、「科学的授業研究」が採用している方法であり、日本の英語教育において、「英語教育学」を基盤とした授業研究で用いられている方法（垣田, 松畑, 金谷）と同一になるからである。Wallace（1998,p.17）が "It has also been suggested that the same sringent requirements of *validity, reliability* and *verification* for conventional research should also apply to action research."と述べている事項は、まさに「科学的授業研究」が採用している方法への言及であり、もし同様の方法をアクション・リサーチにも適用するとするならば、アクション・リサーチと「科学的授業研究」の差異が不明確になることは、説明の必要はないであろう。従って、「仮説」を「検証」するという方法自体を再検討しない限り、アクション・リサーチと「科学的授業研究」との相違点を捉えることが難しくなると言える。

また、佐藤（1996, p.189）は、「研究者が教師と共同の関係を築いて展開する実践的探求」をアクション・リサーチと呼ぶことが多いと指摘している。一方、Nunan（1992, p.18）は、"While collaboration is highly desirable, I do not believe that it should be seen as a defining characteristic of action research."と述べ、アクション・リサーチにおける共同性概念を、その特質とは必ずしも見なしていない。もし、Nunanの考え方に従うならば、アクション・リサーチの方法は、彼自身が唱える「仮説」の「検証」という方法に帰着せざるを得ないであろう。なぜならば、単独の研究では、客観性の確立が難しくなるからである。しかし、佐藤（同上）が述べるような共同研究としてのアクション・リサーチであるならば、多様な領域の研究者や教師の参画が保証される限り、「仮説」の「検証」に依拠しなくとも、客観性を確立できると言える。なぜならば、そのような場においては、多様な人々が捉えた授業、言い換えれば多様な授業の見方が交流し、それにより授業に対する参加者お互いの不備が補われるからである。多様な授業観の交流による客観性の確立は、「カンファレンス」という授業研究の方法により、稲垣（1986）が証明している事項でもある。しかも、従来の授業研究が「客観性」を標榜するあまり、「授業は、授業に身をもって臨んでいない者にとっても自由に処理できるもの」（中田, pp.237-238）となり、授業研究が教師主導ではなく、研究者主導により進められてきたことも、共同研究においては解消され得るであろう。従って、アクション・リサーチを「科学的授業研究」とは異なる存在として捉えるためには、共同性は必要不可欠な特質であると言えるのである。

以上から、アクション・リサーチの特質には、次の４点が関与していると考えられる。

1. 「科学的授業研究」と対立し、実証主義の概念に依拠していないこと。
2. 授業の一般法則追究のために、多数の授業を対象とするのではなく、特定の一つの授業を研究の対象とし、教師が授業をreflectionすること。
3. 問題解決のために、「仮説」の「検証」を行うのではなく、問題の背後にある事項の理解や問題の意味解釈を行うこと。
4. 研究者・教師の共同研究により、複眼的な視野に立って、多面的に授業を捉えること。

Ⅳ. 日本の英語教育におけるアクション・リサーチ

日本の英語教育におけるアクション・リサーチの考え方は、「科学的授業研究」と類似している。

佐野（1997,pp.30-33・1998,pp.40-41）は、アクション・リサーチのモデルの一つとして、Nunanを採り挙げている。前項で捉えたように、Nunanの考え方に含まれる問題点は、「仮説」の「検証」、すなわち「科学的授業研究」において採られた方法であった。さらに、佐野・奥山（1998 a, p.32）は、アクション・リサーチと「実践研究」の相違に関して、「基本的には両者に大きな差はない。ただ、従来の『実践研究』の多くは、方法論の緻密さに欠けていた」と述べ、従来の「実践研究」を「文献研究から指導原理を抽出し、それを実践して生徒の成績が伸びたから効果があったと論ずるものが多かった」と捉えている。上記のようにアクション・リサーチを捉えると、方法論上の緻密さを加えれば、「実践研究」はアクション・リサーチに変化し得ることになるだけでなく、従来の実践研究の中にも、方法論上の緻密さを備えた量的研究が多数あること[2]に対して、無理解である。しかも、佐野・奥山（同上）は、「研究の成果が次の実践にどう生かされるのかという見通しがないものが多かった。逆にいえば、こうした点を強

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調したのがアクション・リサーチなのである」と述べている。この指摘も、アクション・リサーチの特質に見られた、特定の一つの授業を対象とした授業研究がアクション・リサーチであることを顧みていないだけでなく、「科学的授業研究」が普遍的な「授業の技術」を開発することを念頭に置きつつ、研究の成果を他の実践に生かす試みを行っていた事実さえも踏まえずに、アクション・リサーチの特質に言及している。従って、佐野・宇喜多は、「実践の信頼性や妥当性を高める」(p.42) という名の下に、最終的には数量的データとして結果を示すことを行っており (p.43)、「科学的授業研究」に見られた数量的方法との差異が捉えられない結末になっている。さらに、佐野 (1999) は、アクション・リサーチ (AR) と「法則化運動」との相違を述べつつも、「ARは実践を反省し、考察することから有益な洞察を得ようとするから、その点では『法則化』と類似している」と「法則化」との類似性をも指摘している。しかし、既に本稿で捉えたように、アクション・リサーチは「法則化」とは正反対の極に位置している。しかも佐野 (同上) は、「ARの最終目標は、今、自分が教えている生徒に、どのような教材や指導法が効果的かという疑問を解決すること」であると述べている。この点は、Ⅱ. で考察した「科学的授業研究」の特質に見られた「効果の原因と結果の解明」に該当する事項であり、アクション・リサーチとは相反する事柄である。

以上から、日本におけるアクション・リサーチの現状は、「科学的授業研究」と同様の内容であることが理解される。

V. 結語

本稿の議論から、アクション・リサーチが有するべき４つの特質が明らかになった。これらの特質は、「科学的授業研究」が拠り所としている授業研究に対する原理とは、根本的に対立する概念であることが理解された。従って、アクション・リサーチの特質に鑑みるとき、現在の日本におけるアクション・リサーチによる授業研究は、「科学的授業研究」の概念に基づく授業研究との差異が見出せない状況に陥っていると捉えられた。

アクション・リサーチに基づく授業研究は、本稿で述べたアクション・リサーチの特質により成立の基盤を獲得するのであり、「科学的授業研究」との差異も、これらの特質から生まれることを念頭に置き、アクション・リサーチによる授業研究を準備する必要性があると言える。

注釈

1)拙稿 (1999) を参照のこと。

2)各都道府県の教育センターなどに所蔵されている、おびただしい数の実践研究報告を見れば、容易に理解できよう。

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Kizuka concludes his series of articles on teacher research in Japan by examining attitudes toward action research in the Japanese teaching and research community. He argues that much AR in Japan is done using positivist methods, and that a distinction needs to be made between action research and the scientific method. He suggests several defining characteristics of action research including the AR focus on researching the individual classroom and collaboration between teachers and researchers.

Mann, cont'd from p. 13.

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Interview, cont'd from p. 9.

tively in the inquiry, so much the better. Two heads are better than one; many hands make light work; and it will probably be more fun that way, too.

AB: I'd be happy to talk with readers who are interested in further discussions about action research. I think that it is teachers themselves, rather than the academics who are currently advocating it, who will in the end test the relevance of action research for the language teaching profession.

Thank you both for the time you've spent participating in this interview. There are so many more questions to ask but space does not permit. For readers who would like more information, please see the annotated bibliography on action research resources in this issue.

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アクションリサーチとティーチング・ポートフォリオ：現職教師の自己成長のために

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Ⅰ．はじめに

よりよい日本語教師を育成していく方法としてつい最近までは、教師として必要だと思われる技術を指導者が訓練によって教え込みマスターさせることで、教える能力を伸ばしていこうとする『教師トレーニング（Teacher Training）』という考え方が主流を占めていた（岡崎・岡崎1997:8)。しかしながら、教師が教室の中で実際に直面する問題は多種多様であり、トレーニングによって叩き込まれた一つの教え方を忠実に実行するだけでは対応出来ない場合も少なくない。そこで『教師トレーニング』に代わって登場してきたのが、『教師の成長（Teacher Development)』という考えによって教師の育成を図ろうとする方向性である。この方向性は、「教師養成や研修にあたって、これまで良いとされてきた教え方のモデルを出発点としながらも、それを素材にくいつ、つまりどのような学習者のタイプやレベル、ニーズに対して、またどんな問題がある場合に＞、＜なぜ、つまりどのような原則や理念に基づいて＞教えるかということを、自分なりに考えていく姿勢を養い、それらを実践し、その結果を観察し改善していくような成長を作りだしていく」（岡崎・岡崎1997:9-10）ことを重要視する。このような形での「教師トレーニング」から「教師の成長」へのパラダイムシフトの結果、外国語教師に要求されるのは、自分が持っている「どう教えるか」についての考えを、自分の教育現場の実際に応じて捉え直し、それを実践し、その結果を観察し内省して、より良き授業を目指すことが出来る能力である。そのような方向に教師が自己成長をし続けていくためには、教師自身が「自己研修型教師（岡崎・岡崎1997、＝Self-directed Teacher)」であることが必要である。自己研修型教師とは、他の人が作成したシラバスや教授法を鵜呑みにしそのまま適用していくような受け身的な存在ではなく、自分自身で自分の学習者に合った教材や教室活動を創造していく能動的な存在である。そのためには、これまで無意識に作り上げてきた自分の考え方・教え方をクリティカルに捉え直し、学習者との関わりの中で見直していくという作業を自らに課すことが教師各自に求められる。

では、教師の自己成長を可能にし、自己研修型教師を育成する方法にはどのようなものがあるのだろうか。谷口・石井・田中（1994）が挙げた、外国語教師の自己成長を可能にする方法は、次の通りである[1]。

1)自分の授業の具体的事例に基づく評価・改善のための活動
  a)ビデオ・音声テープに記録して授業観察を行なう
  b)他教師に授業観察とコメントをしてもらう
  c)教案作成及び授業後の反省
  d)チェックリストによる自己評価
  e)学習者からの評価を得る（アンケート、評価票、直接聞くなど）
2)自分の授業を直接検討はしないが、間接的に授業に役立てる活動
  a)他の教師の授業を見学する
  b)教材（自分のもの・他教師のもの）を検討する
  c)同僚等との相談・意見交換をする
  d)学習者の希望やニーズを調査する
  e)父母の希望を聞く
  f)学習者によるコース評価
3)その他全般的な向上を目指した活動
  a)研究会・勉強会への参加
  b)文献等を読む
  c)外国語学習（学習者の立場を経験する、学習者とのコミュニケーションに必要な媒介語を習得する）
  d)自分の国についての知識を深める
  e)健康管理・体力増進
  f)目標言語教育関係以外の人との交流

色々な教育現場で色々な形で広く実施されているこれらの方法と比べて、日本における外国語教育の分野ではまだあまり行なわれていない方法として、ティーチングポートフォリオ（Teaching Portfolio、以下ＴＰ）とアクションリサーチ（Action Research、以下ＡＲ）を挙げることができる。本稿はＴＰとＡＲの概念と特徴を述べ、その２つを教師の自己成長のために共に用いる２つの方法を紹介することをその目的とする。

Ⅱ．ティーチングポートフォリオ（ＴＰ）とアクションリサーチ（ＡＲ）

ティーチングポートフォリオ（ＴＰ）

ＴＰとは「ある一定期間行なった教授活動に関するあらゆるものを、参加する教師自らが積極的に保管・整理することによって、教師としての自己成長の過程と結果を記録するシステム（横溝1997:166)」である[2]。

ＴＰで記録していくものの一例として、次のようなものが挙げられる[3]。

教師自身からのもの

1．自分が担当するコース及びクラスの詳しい説明
  - コースの構成、学習者、教科書、補助教材、授業形態、評価基準、教師のローテーション等についての詳しい説明。
2．コースシラバス
  学期中にカバーされる学習項目とスケジュール。
3．自分が持っている教育哲学
  外国語の教え方に対して無意識に持っている教育哲学を、各教師が明らかにしまとめたもの。
4．レッスンプラン

学期中の実際の授業で使用した教案を、他の人にも分かりやすく書き直したもの。毎日作る教案を学期を通してためてとっておいて、後で選んでいく形をとればよい（最低2～3回分)。教案の書き方は、各自決める。

5．録画した授業
学期中の授業を録画したもの。授業の全体を通して録画したものが望ましい（学期中最低2～3回)。録画は、ＴＰ参加者、他のコースの教師、見学希望者等にお願いするか、自分で行なうかする。

6．学期中つけていた内省記録に基づく、学期の反省
毎日の教案に、その日の反省を書く欄を設けておき、毎日忘れずに記入しておく。全体的な内省と共に、アクションリサーチのテーマに絞った内省も記入しておく。学期末に一学期分の内省に目を通し、まとめる。

7．学期中使用した教材
学期中使用した教材は全て捨てずに整理しファイルしておき、その中で記録として残しておきたいものを取り出す。

他の人からのもの

8．授業観察者の評価・コメント
学期中に授業を最低2～3回見学（観察）してもらい、授業に対するフィードバックを観察記録として残しておく。観察者がフィードバックしやすいように、授業観察のチェックリストをあらかじめ観察者に配付しておく事も可能。チェックリストは、自分で見てほしい点を強調したものを作成してもよいし、既成のものを応用または一部変えて使用してもかまわない。

9．学習者によるコースの評価
学期の終わりにコースに対する学習者の評価を集める。ＴＰ参加者が知りたいことに合わせて評価表を作成することも可能で、できれば全ての学習者からのフィードバックをもらう。学期の終わりだけでなく、学期途中に評価を行なうことも可能である。答えの選択肢を与えず自由に書かせるOpen-ended形式の採用により、学習者からの幅広いフィードバックを受け取る。

10．学習者による教師の評価
学期の終わりに、各ＴＰ参加者（すなわち教師）に対する学習者の評価を集める。後は学習者によるコースの評価と同じ。

11．学期中に学習者が作成したもの
学期中に学習者が行なったスピーチ／インタビューを録画したものや、書いた作文／エッセイ／論文など。学期を通して教えたことの成果を表すためのものである。

このように、ＴＰの中に記録していくものの多くは、谷口・石井・田中（1994）が挙げた外国語教師の自己成長を可能にする方法に含まれるものである。ＴＰとしてこれらを記録する意義は、ある一定期間（例えば一学期の間）教師が試みた自己成長の方法をまるごとまとめて保管し整理することによって、その一定期間に行なったことを振り返る機会が与えられることである。これにより、その期間内での自己成長を認識することが容易になるばかりでなく、次にもう一度ＴＰを実施した場合は、前回のものと比較が出来、更に広い時間枠の中での自己成長も確認することが可能になる。

アクションリサーチ（ＡＲ）

外国語教育の分野でのＡＲは、一言で言えば「現職教師が自己研修型教師を目指して行なう小規模な調査研究」とでも言えるであろうか。教師が自己成長のために自ら行動（action）を計画して実施し、その行動の結果を観察して、その結果に基づいて内省するリサーチ（research）がＡＲである。換言すれば、外国語教育を支える現場の教師にとって実際に必要な、教育現場での「こういう学習者に」「こんな教材で」「こんな方法で」「こんなことをやってみたら」「こんな結果が出て」「こんな反省をした」といった具体的な実践とそれをまとめた記録とも言えるであろう。岡崎・岡崎（1997:19）は、「自分が担当する教室の持つ（また教室に影響を与える教室外の）問題について教師自身が理解を深め、自分の実践を改善することを目指して提起され進められる、小規模な調査研究であり、自分の教室を超えた一般化を直接的に目標とするものではない」とＡＲを定義している。ＡＲの特徴として、次のようなことが挙げられる[1]。

1．小規模で状況密着型である
ＡＲは、教師が実際に担当している教室そして学習者をその対象とする。必然的に、規模は小さく、また自分が教える状況に密着したリサーチになる。

2．状況の改善・変革すなわち教育の質の向上を目標に行なうものである
教師自身が教える状況の改善・向上を目指して、ＡＲは行なわれる。そのトピックは、教室内で生じた問題に限らず、教師が何となく気になっていることや、教師がよかれと思って行なっていること等も、リサーチのトピックに成り得る。

3．自分の教室を超えた一般化を直接的に目指すものではない
教師が自分自身の教える状況の向上を目指して小規模で状況密着型で行なうので、その結果を一般化することは出来ない。しかしながら、同じトピックについてのリサーチが色々な教育環境で多数行なわれ、それらの結果の多くが一致することが明らかになれば、そのトピックについて「実践してみるとこういった結果が出る傾向がある」と示唆することは可能になり得る。

4．（授業を行なっている）本人が行なうものである
ＡＲを実際に行なうのは基本的に、実際に授業を担当している教師本人である。教師が、自分自身の授業の向上、すなわち自己成長を目指して行なうリサーチである。

5．協力的でありうる
一人でＡＲを進めることも不可能ではないが、他の教師と協力して励まし合いながら進めるほうがやりやすいようである。また、それを通じて、他の教師との横の繋がりを拡げることも可能になる。

6．伝統的なリサーチのやり方よりも柔軟性があり取り組みやすく現場の教師向きである
教育の分野で通常用いられているリサーチ・メソッドでは、その妥当性と信頼性を大切にするが故に、実施に際して様々な制約が生じる。このことが、リサーチを現場

の教師から遠ざけている一要因にもなっている。ＡＲは、現場で授業を担当している教師が取り組みやすい柔軟さを持っている。

7．評価的であり内省的である

ＡＲでは、教師が教室内で生じていることをまず評価・内省し、その改善のために起こした行動の結果を観察したうえで、再び評価・内省していくという形で進められる。

8．システマティックである

自分の教え方の向上を目指して内省プロセスに従事するのは、自己成長を望む教師なら誰でも通常行なっていることである。ＡＲにはそれに枠組みを与え、それをよりシステマティックに変化させる機能がある。それゆえ、その実施に際しては、「予め方法論を明示し、それに沿って研究をすることが重要」（妹尾1998:19）で、そうでないと、ただの実践と変わりのないものになってしまう。

9．他の人に影響を及ぼす変化を起こすという意味で、ポリティカルなプロセスである

教える状況の向上を目指して教師が行動するので、その行動によって、学習者や他の教師や教育機関等に直接的／間接的に影響を与えることになる。

ＡＲの実施によって生じること、すなわちＡＲの可能性として、次のようなものが挙げられる。

1．教師の成長（リサーチの過程で、先行研究に目を通したり収集したデータを分析したり問題の解決法や行動の成果を考察したりすることで、教えることに対する洞察力が高められ、より自律的な教師すなわち「自己研修型教師」の育成へとつながる）。
2．リサーチのプロセスと結果を公開することによって、教師一人一人が「教え方に関する情報の発信基地」になれる。
3．リサーチを協力して行なったり、リサーチのプロセスを公開し合ったりすることで、教師同士のネットワーク作りに貢献する。
4．リサーチのプロセスと結果を公開することで、周りの人々そして社会の、教師の仕事に対する理解が深まる。
5．リサーチの中で教師が向上を目指し行動を起こすので、教師が教える環境・学習者が学習する環境が向上する。
6．リサーチを進めていく過程で、学習者の学習を向上させるために教師と学習者が協力するので、教師と学習者のラポートが増す。

Ⅲ．ＴＰとＡＲを一緒に使用する２つの方法

以上見てきたように、ＴＰとＡＲにはそれぞれ、「自己研修型教師」を育成していく大きな可能性がある。この２つは、お互いに相反するものではなく、むしろオーバーラップしている部分がかなり多く、一緒にうまく利用できれば、更なる効果が期待できる。本稿ではそのための２つの方法を紹介したい。１つは、ＴＰの一部としてＡＲの報告書を記録・保存する方法（ＡＲ＝ＴＰの一部）であり、もう１つは、ＡＲのプロセスの一部にＴＰで記録・保存したものを活用する方法（ＴＰ＝ＡＲの一部）である。以下、それぞれの方法を具体的に見ていく。

ＡＲ＝ＴＰの一部

上述のＴＰの記録していくものの中の「教師自身からのもの」に、ＡＲを加える方法である。それ自体が自己成長の記録であるＡＲをＴＰに加えることで、ある一定期間教師が行なった「自己成長のための色々な試み」がより明らかな形で記録・保存されることになる。津田・中村・横井・横溝（1998）では、この形でのＴＰの一部としてのＡＲの実践報告がなされているが、ＡＲを初めて実施した４人の教師全員が「行なう価値があった」と報告している。各教師のコメントは次のようなものであった。

教師Ａ

今回、一つの問題点に着目し、授業の記録やアンケートを基に、自分の行動と学習者の反応を分析・考察することにより、教師としての勘に頼って行なってきた観察・分析・反省・改善が、より客観的に行なえるようになったと思う。拙い調査ではあったが、これまでの教師としての勘を見直すことも、裏付けることも出来たという意味において、一歩前進することが出来たであろう。

教師Ｂ

文字化して、授業のプロセスを見るという作業は、私に客観的に自分の授業を見る機会を与えただけでなく、わずかであるが、肯定的に思えるようなやりとりを発見することにもなった。このことは、授業後、大抵悲観的になってしまう自分にとっての励みにもなった。また、ＡＲを通して、自分の教え方に対する改善策を考えることが出来た。

教師Ｃ

毎日の授業で行なっている練習や教え方について改めて調査し見直す方法として、とても良かったと思う。リサーチの構成を考えたり調査結果やフィードバックを文書にしたりする過程で得ることも多く、とても勉強になった。

教師Ｄ

今回、このＴＰの中でARを実践することで、ＡＲそのものに対する理解が深まり「教師としての成長」に必要不可欠であると実感したばかりか、自らの教授行動に関する直感的な判断を再吟味する必要があることが明らかになった。

このように、ＡＲ実施の意義を参加者全員が認めているが、その実施の困難さ及び大変さを実感したという報告も見られた。

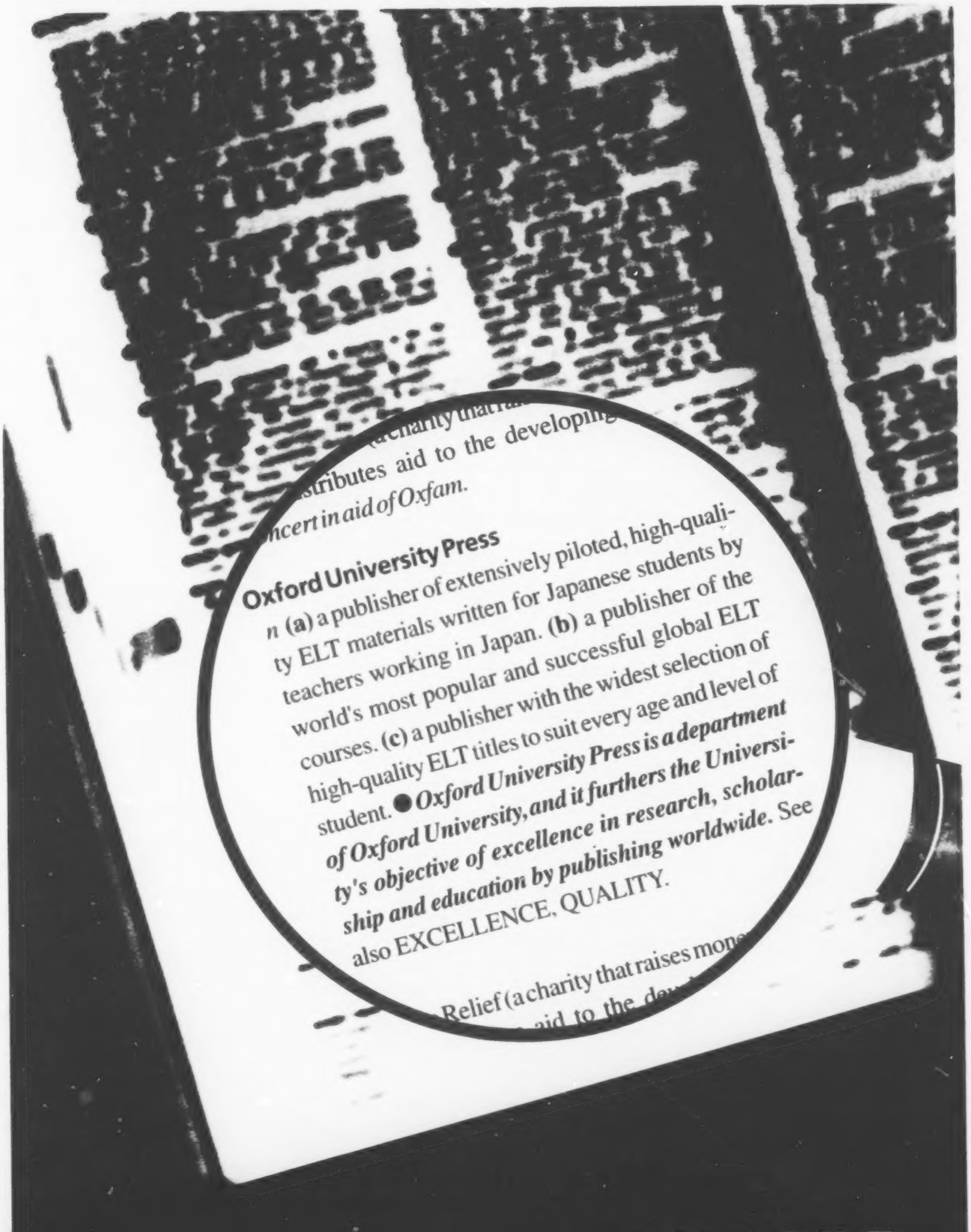
教師Ｃ

こうした調査を行なうことや調査結果をまとめることに慣れていなかったため、リサーチの構成を考える段階から調査結果やフィードバックを文書にするところまで、１つ１つに時間がかかり手違いや失敗も多かった。

教師Ａ

今回のＡＲはＴＰ参加者全員によるグループワークとして行なわれた（週に一回お互いのＡＲについて意見交換を行なった）。これは情報交換が活発にできるという利点はあったが、私としてはスケジュール的にかなり苦しい状況に置かれる結果となった。この経験を生かして、次回は自分なりのペースで無理なく実施したいと思う。

これらのコメントから考えられるのは、ＡＲの実施には、特に経験がない場合、教師のエネルギーと時間の大きな投資が必要とされることである。ＴＰのために「教師自身からのもの」と「他の人からのもの」で数量ともにかなり多くのものを記録・保存し



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Oxford University Press
n **(a)** a publisher of extensively piloted, high-quality ELT materials written for Japanese students by teachers working in Japan. **(b)** a publisher of the world's most popular and successful global ELT courses. **(c)** a publisher with the widest selection of high-quality ELT titles to suit every age and level of student. ● ***Oxford University Press is a department of Oxford University, and it furthers the University's objective of excellence in research, scholarship and education by publishing worldwide.*** See also EXCELLENCE, QUALITY.

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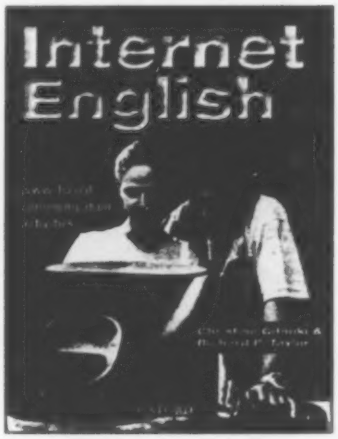
Japan-Based Authors / Japan-Specific Courses

Internet English /'ɪntərnet 'ɪŋglɪʃ/
n **(a)** an innovative, new www-based conversation course for pre-intermediate level students. **(b)** a topic-based course book that provides a structured framework for surfing the Web. **(c)** a conversation text that can be adapted for use in a traditional or computer-equipped classroom. ● ***Internet English was developed by Japan-based authors Christina Gitsaki and Richard Taylor.*** See also CALL, INTERNET.



J-TALK /dʒeɪ tɔːk/
n **(a)** an exciting, new speaking and listening course at a pre-intermediate level for Japanese learners of English. **(b)** a course with cross-cultural content that allows students to share personal opinions and ideas as they examine the values of Japan and other countries. **(c)** a Student Book, Workbook, and CD all in one. ● ***J-Talk has been thoroughly reviewed and piloted by teachers in Japan.*** See also CULTURE, JAPAN.

Passport / Passport Plus /'pæspɔːt -plʌs /
n **(a)** Oxford University Press' best-selling Japan-specific course books. **(b)** A series that teaches functional language that Japanese students can use for study, work, or pleasure. **(c)** a series that follows that fortunes of five Japanese characters as they travel around the world, and entertain foreign visitors in Japan. ● ***Passport and Passport Plus have new Workbooks to supplement the Student Books.*** See also INTERNATIONAL, COMMUNICATION.

PASSPORT
PASSPORT Plus

Integrated English /ˈɪntɪgreɪtɪd ˈɪŋglɪʃ/
n **(a)** a four-level course in American English that integrates all four language skills in communicative tasks. **(b)** a program that varies its approach at different levels to meet the changing needs of beginner and intermediate-level students. **(c)** a course that offers learning strategies at each level to help students "learn how to learn." ● ***Oxford University Press is currently running a special offer for free Teacher's Books and Audio Programs for the Integrated English series.*** See also INTEGRATION, LEARNER STRATEGIES.

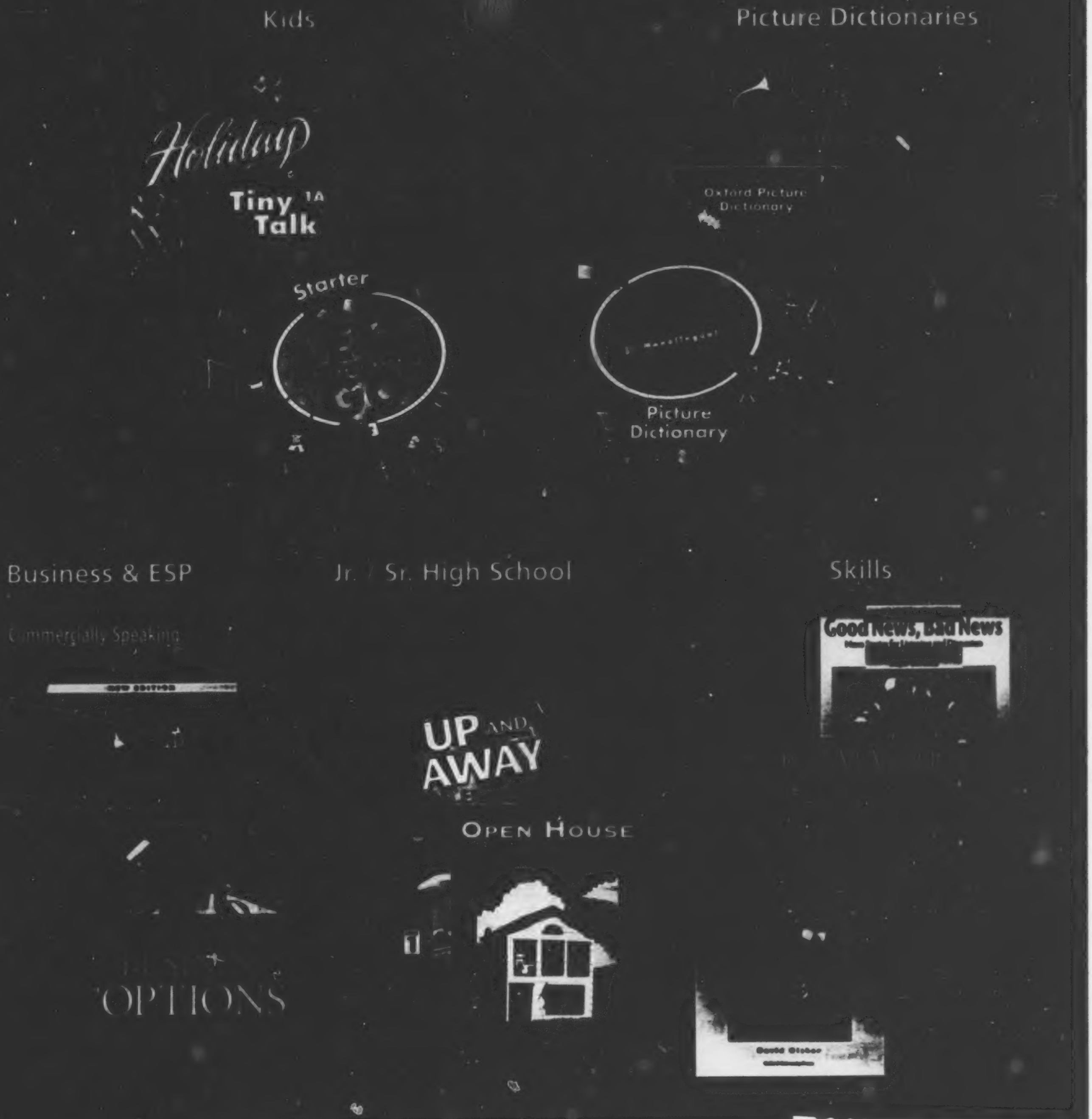
GATEWAYS
1
TRANSITIONS

Headway /ˈhedweɪ /
n **(a)** the all-time, best-selling ELT course book in the world. **(b)** a course that consistently offers varied combined-skill exercises that mirror real-life communication. **(c)** a truly comprehensive language program that can be adapted to any teaching situation. ● ***Oxford University Press is currently running a special offer for free Teacher's Books and Audio Programs for the Headway series.*** See also NEW HEADWAY, GLOBAL.

New Person to Person /nuː ˈpɜːsn tuː ˈpɜːsn/
n **(a)** a two-level speaking and listening course for pre-intermediate to intermediate-level students. **(b)** a course that stresses functional conversational fluency. **(c)** a course that offers controlled and freer paired practice activities giving students plenty of opportunity to talk. ● ***The world-renowned, author and teacher-trainer Jack C. Richards wrote New Person to Person*** . See also FLUENCY, PAIR WORK.

NEW PERSON TO PERSON

Oxford - Better By Definition



Kids
Picture Dictionaries
Holiday
Tiny Talk 1A
Starter
Oxford Picture Dictionary
Monolingual
Picture Dictionary
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Jr. / Sr. High School
Skills
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ようとしている中に、実施にエネルギーと時間の投資が必要であるＡＲが更に加えられるので、参加する教師にとってはかなりの負担になる。結論として、この「ＡＲ＝ＴＰの一部」方式は、大きな成果が期待できるものの教師の負担も大きく、「教師としての自己成長に多くの時間とエネルギーを投資できる人」向きであると言えるであろう。

ＴＰ＝ＡＲの一部

ＡＲの一部にＴＰを組み込んでいくやり方である。Altrichter,Posch and Somekh（1993:7）はＡＲを次の4つの段階に分けた。

(1)スタート地点を見つける（自分の実践の中での成長のためのスタート地点すなわちリサーチのトピックを見つけ、それを進行するためのエネルギーを投資しようとする意志をもつ）
(2)状況を明らかにする（色々なデータを集め分析して教える状況を明らかにする）
(3)行動の方略を発展させ行動に移す
(4)教師の知識を公にする（自分がＡＲ実施を通じて得た知識を、他の人にもアクセスできるようにする）

この第1段階のスタート地点の発見のために、ＴＰを活用することができる。ＡＲのスタート地点を見つけるためには、自分の授業を振り返ることが必要不可欠であり、そのためにＴＰを活用するのである。上述のＴＰで記録・保存していくものは全て自分の授業を振り返るために使用可能であるが、その中でも特に、「教師自身からのもの」からは「自分が持っている教育哲学」「録画した授業」「学期中つけていた内省記録に基づく、学期の反省」等が、「他の人からのもの」からは「授業観察者の評価・コメント」「学習者によるコースの評価」「学習者による教師の評価」等が、教師自身の実践の内省に大きな助けとなる。これらを集めたものをデータとして、自分の抱える問題や関心事を明らかにし、それをＡＲのスタート地点とし、ＡＲの実施によりその問題や関心事に対する教師自身の理解や知識を、自らの実践を通じて拡げていくのである。ＴＰによっていくつかのスタート地点がでてきた場合は、以下の基準に照らし合わせて、一番良さそうなもの1つをトピック候補として選ぶことになる（Altrichter,Posch and Somekh 1993:40-41）。

1．行動の余地
  a.この状況は自分自身に関係があるものだろうか
  b.これについて本当に何か出来るのだろうか
  c.この状況に対して影響を与えたり行動を取ったりすることが私に出来るだろうか
  d.もし出来ないのなら、私は他の人や学校に頼り過ぎていないだろうか
  e.この状況の改善は、他の人の行動を変えることで可能になるのではないだろうか
2．関連性
  a.この状況は私にとってどのくらい大切だろうか
  b.教育的な意味で、この問題は努力の価値があるだろうか
  c.2～3週経っても、この状況にまだ興味をもっていられそうだろうか
  d.この状況に対処するためにある量のエネルギーを投資したいと思えるだろうか
  e.何かを変えよくしたいという気持ちで、この状況に興味があるのだろうか
3．扱いやすさ
  a.これに対処する時間があるだろうか
  b.このプロジェクトを始める前に対処しなければならない、準備及び関係のある課題がたくさん有り過ぎはしないだろうか
  c.自分に対する要求が大きすぎないだろうか
4．両立性
  a.このトピックをリサーチの焦点として選んだ場合、他の教育的活動との両立ができるだろうか
  b.どうせしなくてはいけないことが含まれているだろうか
  c.自分のこれからの計画に、このトピックのリサーチがどれぐらい上手くフィットするだろうか
  d.リサーチ活動をどの程度自分の授業や準備などの活動の中に組み入れることが可能だろうか

以上の方法でスタート地点が決まった後は、ＡＲを実施してそのプロセスと結果を報告することになる。Altrichter,Posch and Somekh（1993:7）によるＡＲの第2段階、すなわち「状況を明らかにする（色々なデータを集め分析して教える状況を明らかにする）」段階で使用するデータ収集の方法は、スタート地点を発見するためにＴＰで使用したものと同じものが使用可能である。決定したリサーチのトピックについて一番関係のあるデータを提示するものを、ＡＲ用のデータ収集の方法として採用すればいい。ＡＲ用に集めるデータと（スタート地点発見のために）ＴＰ用に既に集められたデータを比較対照すれば、教育現場で起こっていることをよりはっきりさせることが可能になる。このような方法によるＡＲのプロセスは、次のようにまとめられるであろう。

(1)ＴＰによるスタート地点の発見
(2)状況を明らかにする（色々なデータを集め分析して教える状況を明らかにする、その際に第1段階で集めたデータとの比較も可能）
(3)行動の方略を発展させ行動に移す
(4)教師の知識を公にする

このような「ＴＰ＝ＡＲの一部」方式は、「ＡＲ＝ＴＰの一部」方式に比べて、教師のエネルギーと時間の投資が少なくて済みそうである。教師としての自己成長のためにＡＲにチャレンジしてみたいと思っている現場の教師には、リサーチをしたいという気持ちはあっても、何についてリサーチしようとしているのか自分でもはっきりしていない場合が少なくない。そのようなタイプの教師に「ＴＰ＝ＡＲの一部」方式は最適であると考えられる。また、実施に費やすエネルギーと時間の面から考えても、この方式は現場の教師にとって、より取り組みやすいものであるだろう。その反面、「ＡＲ＝ＴＰの一部」方式と比べると、自己内省のために利用できるデータが少なく、それにより内省の深まりが浅くなってしまう可能性も否定できない。結論として、この「ＴＰ＝ＡＲの一部」方式は、「ＡＲ初心者」及び「教師としての自己成長にあまり多くの時間とエネルギーを投資できない人」向きであると言えるであろう。

以上、ＴＰとＡＲの概念と特徴を述べた上で、その2つを教師の自己成長のために共用する2つの方法すなわち「ＡＲ＝ＴＰの一部」方式と「ＴＰ＝ＡＲの一部」方式を紹介してきた。この2

つの方法にはそれぞれ長所と短所があるので、自分の現在の状況を考慮した上でどちらかの方法を選択することが各教師には要求される。本稿が紹介した方法は、教師としての自己成長を可能にする方法のほんの一部に過ぎない。教師としての自己成長そして自己研修型教師の育成のための方法論についての今後の議論の展開に期待したい。

［注］

1．谷口・石井・田中（1994）では、これらの項目は「現職教師が教授活動の問題点の発見・改善のために現在行なっていること」として挙げられている。本稿では、「現職教師の自己成長を可能にし自己研修型教師を育成するもの」として使用する。また、谷口・石井・田中（1994）は日本語教師のみを対象に書かれたものであるので、本稿では外国語教師全般を対象にできるように一部修正を加えている。

2．Seldin（1991）やBrown and Wolfe-Quintero（1997）は人事・昇進及び昇給の決定に教師自身が積極的に参加すべきでありＴＰをその実現に有効な手段であるとした上で、その定義や特徴を論じている。しかしながら、教師がＴＰによって「私はこのような教師です。これこれこのようなことが出来ます。」といった雇われる側からのこのようなアピールは、日本における外国語教育の分野ではまだ馴染みがなく、積極的なアピールがかえって逆効果になることも予想されるので、本稿では定義として採用しない。

3．津田・中村・横井・横溝（1998）及び横溝（1998）を参照。

4．詳しくは、横溝（1999）及び横溝（印刷中）を参照。

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著者紹介

横溝紳一郎
ハワイ大学マノア校で言語学（日本語）修士及び博士号を取得。1986年より同校で日本語を教え、南山大学外国人別科講師を経て、現在は広島大学教育学部日本語教育学科助教授。ＣＬＬ・ドリルのコンテクスト化・教師教育・教師成長の方法論を専門とする。（電子メール：yokomizo@educ.hiroshima-u.ac.jp）

Shinichiro Yokomizo received MA and Ph.D. degree from the University of Hawaii at Manoa (Japanese Linguistics). In 1986, he started to teach the Japanese language at the University of Hawaii, then became a Japanese language instructor at Nanzan University, and is currently an associate professor at Faculty of Education, Hiroshima University. He specializes in CLL, drill-contextualization, and teacher education/development. (E-mail: yokomizo@educ.hiroshima-u.ac.jp)

Yokomizo argues that action research (AR) and teaching portfolios (TP) share many common characteristics and possibilities for teacher development. He advocates two ways to combine these approaches to encourage teachers to become more self-directed: "AR as a part of TP," and, "TP as a part of AR." The former provides teachers with greater opportunities for reflection and subsequent development but can be very time-consuming. The latter requires less effort and so may be more suitable for teachers who do not have the time or experience to do AR.

Isbell & Reinhardt, cont'd from p. 23.

No, that doesn't bother me.
No, that doesn't bother me at all.

6. I like making decisions in class.
   Yes, very much.
   Yes, usually.
   Sometimes.
   No, not usually.
   No, not at all.
7. I like it when the teachers make the decisions in class.
   Yes, very much.
   Yes, usually.
   Sometimes.
   No, not usually.
   No, not at all.
8. I prefer it when the teacher makes groups than when I choose the group.
   Yes, very much.
   Yes, usually.
   Sometimes.
   No, not usually.
   No, not at all.
9. Other comments about group work (optional):

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Annotated Bibliography

Neil Cowie, *Saitama University*
Ethel Ogane, *Tokyo International University*

The literature on action research (AR) is extensive, covering a large number of professional settings and work situations and a large number of countries. We are extremely grateful to Anne Burns and Graham Crookes, who recommended a great number of texts. We have chosen some from their lists and added others ourselves to give readers a varied guide through the literature. You will find that there are a number of works from general education and some studies from non-educational settings.

Online Resources

XTAR is a US based website and email discussion list for teachers involved in AR. You can reach it at www.ced.appstate.edu/projects/xtar/xtar.

Bob Dick of Southern Cross University runs a twice yearly 14-week email course on AR. It is beautifully and simply written, and there are many chances to collaborate with other teachers from across the globe, as well as those outside teaching: from African farmers to psychiatric counsellors. Information from scu.edu.au/schools/sawd/areol/areol-home.html.

Access professional development and teaching resources from this website, Professional Connections, developed by the National Centre for English Language Teaching and Research in Australia. The URL is nceltr.mq.edu.au/pdamep/.

Paper Resources

Altrichter, H., Posch, P. & Somekh, B. (1993). *Teachers investigate their work*. London: Routledge. pp. 223.

If you are going to buy one book for practical ways to do AR, this is as good as any. The authors have put together a reservoir of forty methods and strategies for each stage of the AR cycle. The first eight chapters are intensely practical, with lots of hands-on activities to help teachers think about research, to collect data, and then to do things with them.The sections on research diaries and ways of making teachers' knowledge public are particularly good.

Burns, A., & Hood, S. (Eds.). (1995). *Teachers' voices: Exploring course design in a changing curriculum*. Sydney: National Centre for English Language Teaching and Research. pp. 137.

Burns, A., & Hood, S. (Eds.). (1997). *Teachers' voices 2: Teaching disparate learning groups*. Sydney: National Centre for English Language Teaching and Research. pp. 160.

Burns, A., & Hood, S. (Eds.). (1998). *Teachers' voices 3: Teaching critical literacy*. Sydney: National Centre for English Language Teaching and Research. pp. 68.

These three volumes are examples of ordinary language teachers doing research and then publishing their findings. The case studies vary in subject matter and quality, but underlying all is a concern for the voice of the teacher to be heard. Burns and Hood do an excellent job in each volume of setting the scene for both AR and the research theme. The third volume is perhaps the strongest, where the editors have found just the right level of research detail and classroom reality in their writers.

Cochran-Smith, M., & Lytle, S. (Eds.). (1993). *Inside/Outside: Teacher research and knowledge*. New York: Teachers College, Columbia University. pp. 310.

The editors have been at the forefront of arguing for teacher knowledge to be viewed as valuable as outside researcher knowledge. In this collection they devote a third of the book to describing how teachers and researchers can work together to create such a community of knowledge and two thirds to the varied voices of the teachers themselves. These voices are expressed in the same genres that the editors suggest could be used as ways of communicating teacher knowledge, for example, journals or oral studies. The result is a marvellous chorus of teacher experiences from a huge number of US educational settings.

Crookes, G. (1993). Action research for second language teachers: Going beyond teacher research. *Applied Linguistics, 14* (2), 130-144.

The only journal article we have included is this seminal one by Crookes, in which he articulates his arguments against the technical versions of AR emerging in the language teaching literature. He looks critically at the roles and responsibilities of school administrators and academic researchers. He suggests that schooling systems may need to be transformed so that teacher researchers may be better supported in their AR efforts to effect curricular and pedagogical change in their teaching environments. This is a challenging and thought-provoking article which gets to the heart of critical, participatory, and emancipatory approaches to action research.

Edge, J., & Richards, K. (Eds.) (1993). *Teachers develop teachers research: Papers on classroom research and teacher development*. Oxford: Heinemann. pp. 197.

This is the report of the first TDTR conference held at Aston University, which has now spread and grown to its fifth biannual meeting. This first conference brought together people from language teaching and several other fields. Some of the better known contributors

include Nunan, Allwright, and Underhill, plus various case studies from teachers around the globe. One article that particularly stands out is Bridget Somekh's on quality in AR, which alone makes the book worth getting. It is also interesting to see how the editors link the pieces together and give their own takes on how to report AR.

Elliot, J. (1991). *Action research for educational change.* Milton Keynes, UK: Open University Press. pp. 163.

Elliot was one of the first researchers on Lawrence Stenhouse's Humanities Curriculum Project in the UK in the 1960s, then going on to work in the Ford Teaching Project in the 1970s. Both projects are classic action research approaches to teacher and curriculum development. Elliot revisits that time and brings his thinking up to date by looking at a number of issues in British education, including the introduction of a national curriculum. Elliot is a deeply committed educational thinker who looks to both challenge and inspire teachers.

Greenwood, D. (1999). *Action research: From practice to writing in an international action research development program.* Amsterdam: John Benjamins. pp. 282.

This is a recent collection of papers about international collaboration on an industry-based AR project in Scandinavia. It is of particular interest to those who have already done some research and want to read both about taking partnership and collaboration further and about the role of writing in the AR process. Greenwood's chapter on the rhetoric of AR writing is salutory. There is much baring of souls and much evidence of civilised disagreements.

Goswami, D., & Stillman, P. (1987). *Reclaiming the classroom: Teacher research as an agency for change.* Upper Montclair: Boynton Cook. pp. 242.

This is a superb book for busy teachers, as all the articles are short, and they are very provocative. You will not get bored reading this. The source of the many articles is the Bread Loaf School of English, which is a network of support for teachers in rural areas of the US. Many of the articles are perspectives on writing, and Mina Shaughnessy's controversial article on teaching writing should be compulsory reading for every teacher. Again, an example of teachers' voices and what the genre of AR reporting might look like.

Hollingsworth, S. (Ed.) (1997). *International action research: A casebook for educational reform.* Washington DC: Falmer Press. pp. 337.

As the title suggests, this is a collection of international reports of theory, historical review and case studies.There are five sections: discourse, politics, personal, professional, and an epilogue bringing these together. There are 25 articles in all, with each section introduced by a well known scholar in AR. There is just one, rather limited, language teaching example, but the others do give an excellent insight into the huge breadth of AR, particularly how communities of workers, both outsider researchers and insiders, have collaborated to effect change.

Kemmis, S., & McTaggert, R. (Eds.) (1988). *The action research planner* (3rd ed.). Deakin: Deakin University Press. pp. 154.

For many this is the classic AR text, although it may be a little difficult or expensive to track down nowadays. There are two main sections. In the first section there are two very challenging chapters on the nature and philosophy of AR and a very practical chapter called The Planner, which leads the teacher researcher through a number of questions in the AR process. There are then four appendices which give practical help for doing research as well as several case studies. For those interested in a critical and participatory approach to AR this is compulsory fare.

McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers.* London: Arnold. pp. 262.

Readers may find this introduction to research methods, both qualitative and quantitative, particularly helpful because it is embedded in the TEFL profession and focused on research issues in the EFL classroom. The first part of the book discusses research issues and traditions in the teaching context and includes a chapter on the teacher researcher and AR. In the second half of the book, the writers present a spectrum of research topics and techniques including observation, diary studies, descriptive statistics, experimental studies, questionnaires and interviews, verbal reports, and case studies.

McKernan, J. (1996). *Curriculum action research. A handbook of methods and resources for the reflective practitioner* (2nd ed.). London: Kogan Page. pp. 278.

This collection, written by one of the doyens of AR, is divided into three parts: history, methodology, and issues. The history is a superb gloss of the field with McKernan putting forward his own model of AR as well as sixteen defining characteristics, with the warning that, of course, definitions are always changing. If you want to know exactly what AR is and where it has come from, this is your text. The second part has a brief description of 48 qualitative methods, including a very good section on case study, and other less well known methods such as *neutral chairperson, dilemma* and *episode analysis*. The final part looks at current issues in AR, including a survey of five international institutions where AR is a taught course.

Cowie & Ogane, cont'd on p. 59.

Action Research: A Tool for Improving Practice in EFL Classrooms

Amanda Hayman, *Tokyo Women's Christian University*

I first learned about action research (AR) while taking a classroom research course as part of my master's degree work. I was interested to learn that there was a systematic method used by teachers-as-researchers to improve their classroom practice. My curiosity heightened on discovering that my own well-used method of attempting to improve classroom effectiveness by asking students for feedback was part of the AR process.

In 1997 I carried out an AR project which focused on why my students were not speaking English in class *after they had agreed that they wanted to speak English*. Results of a simple questionnaire in English asking the students for input on this issue revealed that they really did want to speak English but were being held back by a variety of fears, including fear of initiating communication in English. To convey what they themselves had said, I made a series of brightly-colored posters for the blackboard. Observation by myself and a colleague and student feedback indicated a major increase in the amount of English spoken in the classroom during subsequent lessons. This was exciting and increased my confidence as a teacher. However, as I went on to plan my next action research cycle on this issue I started to wonder about other EFL teachers. Were they using AR to investigate their classroom puzzles?

Talking about this action research project with teachers that I met on a daily basis, I discovered that most of them had never heard the term AR before. Others were familiar with the idea of AR but had not used it themselves. In order to find out whether this pattern would be repeated in a wider context, I decided to survey other EFL teachers in Japan. Were they using action research, and if so, how?

Method, Analysis, and Results

The survey population comprised native and non-native EFL teachers at universities and two-year colleges. The questionnaire was piloted on six EFL teachers (three English speakers and three Japanese speakers) for correct rubric, user-friendliness, and appropriate action-research content, and then 212 copies were distributed throughout Japan. Some were sent to teachers individually and some distributed through the JALTCALL e-mail list, but the majority were distributed by colleagues, including participants at an AR retreat held in Nagoya. No tests of reliability or validity were made. Due to the convenience-sampling procedure, findings from the data are limited to the teachers in this study and cannot be used to characterize EFL teachers in Japan.

A total of 108 questionnaires were returned, 70% from native speakers of English. The participants were 55% male, and 40% were aged between 37 and 46. Most of the 64 responders who reported having heard of AR in EFL had done so through a teacher training situation, such as an MEd course or by reading about it in books or journals, and 41 had instigated classroom investigations of this type. The remaining 23 cited shortage of time and lack of know-how as the major reasons why they had not carried out AR projects.

The 41 responders who had used AR were asked in detail how they had carried out their projects and returned a huge variety of responses. About a third of them included all of the six steps often put forth as part of the AR process: (a) identifying a focus issue, (b) gathering information about the issue, (c) using that information to design changes in classroom procedure, (d) implementing this procedure, (e) observing changes this implementation brought about in the classroom, and (f) reflecting on the pedagogical implications of the information this observation yielded (Elliott, 1991, p. 71; Kemmis & McTaggart, 1981, p. 11; Nunan, 1992. p. 19; Whitehead, 1993, p. 54). The rest reported using these action research stages in 22 combinations. Though 28 of the 41 subjects had written up their results, 14 had published in their school journals, 11 had presented findings to their own colleagues, but only 8 had published or presented on a wider scale. Participants reported talking about their research to colleagues (two-thirds), friend or partner (half), and research group members (a quarter). Over three-quarters indicated that they would use action research again, and almost everyone viewed AR as a valuable resource for improving practice.

Implications

It would appear from the responses to this survey that having been formally taught how to carry out an AR project and having been required to use this knowledge in a training situation played a crucial part in determining whether or not subjects had attempted such research on their own. Lack of know-how was cited as a major reason for not attempting AR, apparently indicating that a hands-on approach is required when learning how to carry out AR projects. Finding out about this type of classroom investigation in a primary interface situation (conversations, conferences) rather than through secondary sources (books and journals) could provide subjects at least some of the support available in a formal training situation. It seems, however, that at present the respondents who are doing AR are neither talking about these projects with their uninvolved colleagues, nor making many presentations on this topic at professional conferences. In addition, these teachers appear not to be specifically naming their published AR reports as such, preferring to call them, for example, classroom research.

How can Action Research be made more accessible?

Teachers who have done AR projects have an enormous amount to offer through the sharing of their knowledge on an informal basis, through conversations in staffrooms and conference hallways, and by being prepared, for example, to draw diagrams of an AR cycle for less well-informed colleagues or to talk about their own research projects. I would like to suggest two ways in which such knowledge might be shared.

The first would be offering practical, walking-through-every-step type workshops, so that classroom investigation novices can get a feel for how they could adapt AR to fit their own requirements. Another possibility is an email action research help register set up nationally (and possibly becoming international in the future), so that teachers embarking on their first AR project could be paired with more experienced mentors. The learners could then become mentors themselves in the future, on the *each-one-teach-one* model. There are, of course, AR email lists already in existence, but these might feel too public for someone attempting a first project to be comfortable asking for detailed feedback. An action research help register would provide one-to-one advice about the steps involved in doing AR.

Why would I (and other teachers who are experienced in AR) want to give our time and energy to provide this help? AR empowers us to enhance the quality of the educational experience for both ourselves and our students, and while mostly used collaboratively, is the perfect tool for isolated teachers to improve their classroom situation (Nunan, 1992, p. 18; Schmuck, 1997, p. 27). The use of AR to bring about change can help teachers avoid being victims who feel unable to do anything but moan about difficult classroom events. Teachers can instead become change agents who see problems as challenges, an attitude that could influence students and colleagues to think more positively. I believe that all teachers deserve the chance to discover the advantages of using AR for themselves.

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Author Profile

Amanda Hayman has been teaching EFL in Japan since 1980. She comes from England, and has just finished her distance M.Ed. in ELT at the University of Manchester. Particularly interested in how the internet can be used for student and teacher education, she has Action Research Links posted at angelfire.com/me/mitaka/index.html.

Moreira et al. cont'd from p. 18.

Notes

1. An expanded version of this text was presented in Changing teacher behaviour, IATEFL Conference, Saffron Walden, 28th-30th November 1998. It results from the project "Reflective pre-service teacher training through action research" (in progress since September 1995), funded by the Center of Studies in Education and Psychology, Institute of Education and Psychology of our University.
2. The project involves students from Language Teaching Degrees in their teacher training year, the last year of a five year course that includes training in Language and Education. The student teachers are placed in small goups in local secondary schools where they teach two classes. They are supervised by both an experienced school teacher and a university teacher (from either the Language or Education Departments). The project involves only the student language teachers who are assigned to our team every year. To our knowledge, no other project of this kind has been developed within the institution.
3. Although the project was set up in 1995-1996, it was only in 1997-1998 that we designed a self-report questionnaire for the student teachers to identify the development potential and constraints of action research. This is the reason why we limit the discussion of results to that academic year, in which 39 student teachers developed action research projects.

Author Profiles

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Flávia Vieira is Assistant Professor at the Institute of Education and Psychology, University of Minho, Braga, Portugal. She teaches ELT methodology and pedagogical supervision, and supervises student teachers in training. Her main areas of research are language didactics, learner autonomy in the FL classroom, and reflective taecher development (in-service and pre-service). She has authored several books and articles on learner autonomy in language teaching.

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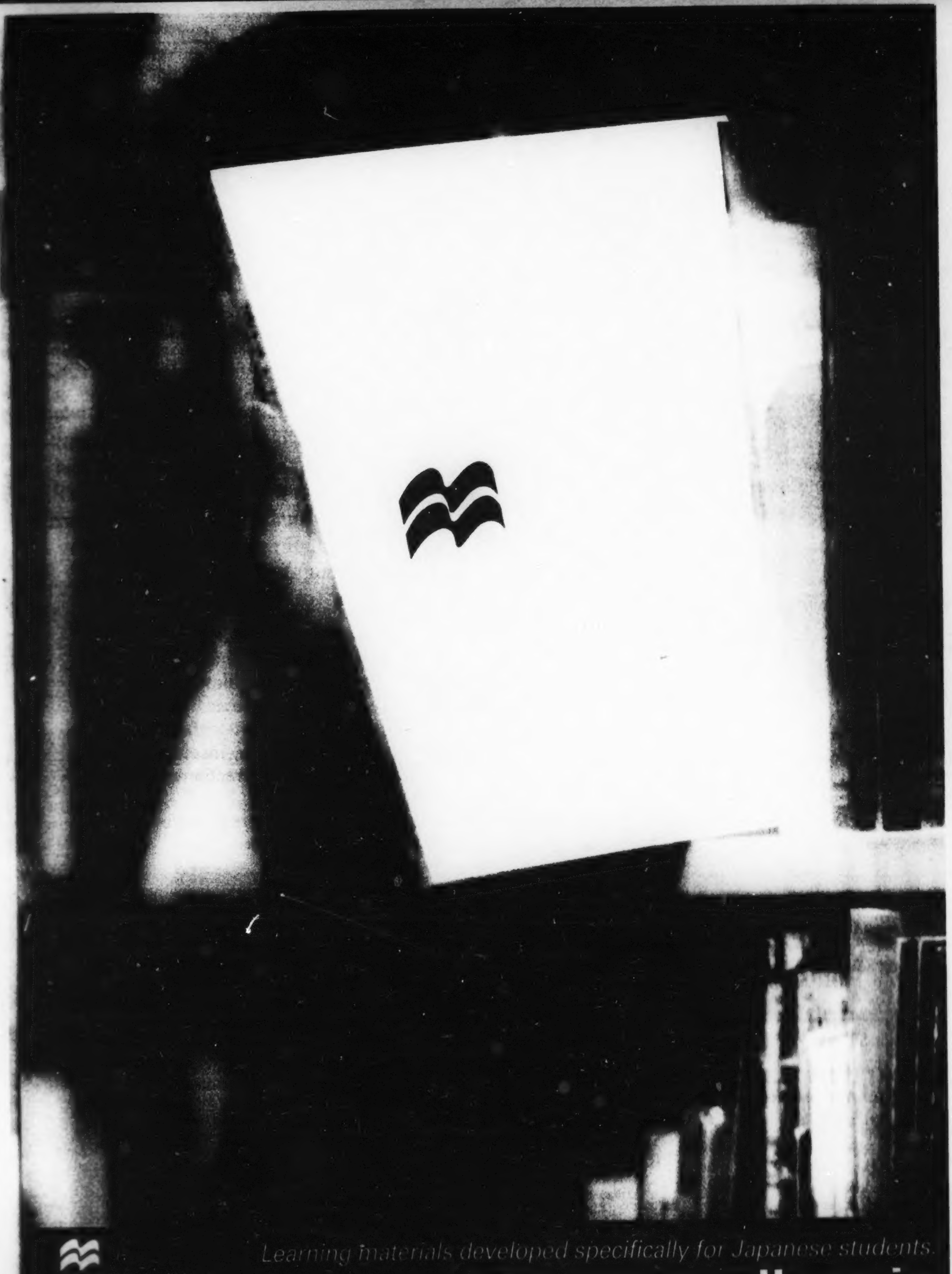
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My Share

edited by sandra j. smith & oishi harumi

In lieu of our usual classroom activities, this Action Research Special Issue My Share column offers two articles on teachers' learning from and reflecting on their own teaching situations. Since the usual Quick Guide format does not apply to the contents, it has been omitted.

Teacher-to-Teacher Support Via Email

Renèe Gauthier Sawazaki
Niijima Woman's Junior College

> We shall not cease from exploration
> And the end of all our exploring
> Shall be to arrive where we started
> And know the place for the first time.
>
> —T. S. Eliot

A group of graduates from the School for International Training has created a forum for individual action research. This group was formed among a small group of ten (later, fifteen) teachers with the goal of fostering professional development via structured email dialogues. Over the past two years, members have benefited greatly from the experiences and resources of colleagues who work in a great variety of teaching contexts worldwide. This is a description of the creation and original structure of the group, the group's current structure, and feedback from the members.

Creation

Following the end of their studies together, a group of classmates suggested that they create an email group as an extension of their graduate work together. Email was chosen as the means of communication as it is quick and accessible and would allow the members to hold ongoing discussions.

Original Structure

The following structure for a given month was agreed upon for the first year:

Week 1: Two designated "Stars" posed an issue or question to the group, referred to as a "Star Question." These issues ranged from those directly related to teaching, such as ideas for a project-based curriculum, to those dealing with professional responsibilities such as supervision, teacher training, and portfolio creation. One Star Question was, "How can I encourage whole class discussions when a few vocal students dominate, and the rest remain silent?" Some teachers chose to focus on more personal issues, for example, "What are some specific ways you have found to nurture yourself as a teacher, to renew yourself, to energize yourself, and to prevent burnout?"

Weeks 2-3: Pulling from personal experience and knowledge, each member responded to the two Stars. They sent their message to all participants so that everyone could read and benefit from the responses. This sharing of messages also helped to alleviate repetition and allowed teachers to add to other responses.

Week 4: With the wealth of information sent during the two [illegible] the Stars were now ready to synthesize and reflect upon the information and ideas, share what was important to them, and create an action plan. This stage of the monthly cycle was called the "Wrap-Up."

Guidelines

In order to facilitate the continuity and strength of the group, certain rules were established over the first year:

1. Titles of messages should be clear and concise.
2. Before joining the group, classmates should be informed of the structure and proceedings and should be scheduled to "star" in the next year.
3. Personal messages should not be mixed with mentor group exchanges.
4. If a member is not able to respond on time, a quick message should be sent.

Responsibilities

All members played an active role in the creation and revision of the group structure. In the beginning, members took it upon themselves to do certain tasks such as gathering and reporting on the feedback, keeping records of the messages, and scheduling. As time went on, members took on other responsibilities such as explaining the process and background to classmates who gained access to email, and looking into other means of communication such as news groups, webpages, or bulletin boards. We currently have a web page that can be accessed at members.xoom.com/_XOOM/peerm/.

Revised Structure

Some of the members met after a year and discussed the previous year and possible changes for the next. The primary change was directly related to the process of action research. It was decided that at the time of the Wrap-Up, individuals would set an approximate date for reflecting upon the results of the implementation of their action plans. This structured reflection phase was called "Post-Reflection." This change thus helped teachers complete the action research cycle.

Another major change concerned level of involvement in the group. Given changes in our private and professional lives, there was a need for a venue for teachers to request more or less involvement. We decided to break down participant titles into three categories:

1. Star and Responder: Full participant.
2. Responder: Sends responses to others' issues, but not responsible for posing issues.
3. Reader: Receives all messages but neither stars or responds.

This new system respected each teacher's schedule and gave room for teachers to participate without quitting or feeling guilty for not responding on time when personal circumstances did not allow.

Feedback

In members' feedback, reccurring themes include benefits of exploring current issues, clarifying ideas, and reflection. They have found the main strengths of the group to be the large amount of respect, trust, and non-judgmental communication.

Lampert and Clark (1996) state that "teacher education would be improved if it were informed by research on practicing teachers' expertise" (p. 21). By drawing from one another's knowledge and strengths, we are able to conduct mini-action research projects.

In discussing the "reflective teacher," Wallace (1991) writes, "development implies change, and fruitful change is extremely difficult without reflection" (p. 54). One member admitted that although she knew the importance of reflective work for professional development, without the solid structure of our support group, she would probably not have spent nearly as much time doing it.

Conclusion

Imagine yourself able to share an issue about your teaching or professional situation with a group of colleagues twice a year. It is not an overwhelming amount of work, maybe an hour or two a week. Yet, it is time and energy well invested. You feel more energized and capable to face your work with confidence. You know you are not alone in your thinking. Others support your ideas and even care enough to share what they can to help you deepen your thinking and understanding. Even when the issue is not one that you raised, you are gaining valuable insights from the questions and responses of your colleagues.

It is my hope that by having read this article, you will have gained an understanding of a form of action research you may not have considered before. Although this is a specific case where classmates came together to collaborate, there are many resources for forming such a group: SIGs, JALT chapters, or local teachers. Be creative and enjoy learning in a community.

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Action Research:
Semi-scripted Monologues in Team Teaching

John Wiltshier & Makiko Honma
Tago Junior High School, Sendai, Miyagi

As a Japanese teacher of English (JTE) and an assistant language teacher (ALT) at a public junior high school, we conducted a yearlong action research study with four classes of second-year coed students of mixed proficiency. We integrated semi-scripted listening monologues into three "Read and Think" sections of our class textbook, *New Horizons Book 2* (Asano, Shimomura, & Makino,1993), in order to (a) give the students practice in listening to spoken English, as opposed to written English being read aloud, and (b) make the reading section of the textbook easier to understand.

Semi-scripted monologues (Geddes & White, 1978) are speeches delivered from notes in order to simulate real-life spoken English. Somewhere between free speech and reading aloud, they include features of natural speech such as incomplete sentences and hesitations. The notes the ALT used to make the monologues were based on the target language in the class textbook.

Research Approach

We developed a three-lesson approach to utilize the monologues. In the first lesson the students listened to the monologues; in the second lesson they read the text; and in the third the students were required to write a text on a similar but distinct theme. The first lesson was always team taught, but the ALT was not always present in the second and third lessons.

While listening to the monologues the students completed a variety of tasks designed to challenge all levels of students: listening for and identifying key nouns, verbs, and adjectives; then making simple sentences about the monologues using these keywords. After completing these tasks, the students would then have a list of keywords and a summary for each monologue.

Since our main interest was in the monologue listening lessons, we administered questionnaires to the students, videotaped the lessons, and held teacher discussions after the lessons. The questionnaires asked the students about their feelings during the lesson and whether or not they could succeed in the class. Then we studied the videotape to observe the responses of the students and to assess our own performance (For the JTE this meant explanation of tasks, and for the ALT it was delivery of the semi-scripted speech). We discussed how we felt the students had performed and how difficult the semi-scripted speeches were.

Findings

Results from the questionnaire showed that 73% of the students'responses expressed positive feelings (*enjoyment, interest, useful, good listening practice*). A smaller percentage, 27%, expressed negative feelings (*not interesting, uneasy atmosphere, frustrating, desire to give up*). Nearly 60% of all the students stated that having a listening class first did make reading and understanding the "Read and Think" sections easier. Perhaps they found it easier because they had been introduced to key vocabulary words and had a summary of the text-based monologue before they started reading the text. This finding was very encouraging and showed that semi-scripted speeches by the ALT can be linked to the textbook. Initially this linkage was not achieved: We felt the listening section was too long, and the JTE's explanations were not clear or the tasks were too difficult. However, gradually through discussion we developed textbook-based listening lessons with clearly explained appropriate tasks.

Finding time to sit down together and discuss a lesson was difficult. Eventually we set aside a specific time each week for our discussions, which worked much better than our first attempts to find five minutes here or ten minutes there. We felt that with more time and fewer distractions we could have done the research better. When a new idea did not work it left us feeling disappointed and sometimes frustrated. However, this disppointment led to one of our biggest realizations: simply that it was essential to compromise on what we wanted to do and how fast we wanted to do it. We realized that not aiming to be perfect was important for us in order to make the research a practical possibility. We felt that our research raised our critical awareness of our teaching, and we realized that action research as we did it was really just an extension of our teaching schedules, especially the evaluation and planning stages.

Any change to a current teaching style requires desire and effort from both teachers, but we found our new style beneficial to both students and ourselves. In our case we were teaching a newly introduced textbook. Through action research the JTE welcomed the chance to try something a little different and the ALT felt he contributed more positively in the classroom. The JTE notes, however, that the success or otherwise of this kind of research will depend very much on the two teachers involved.

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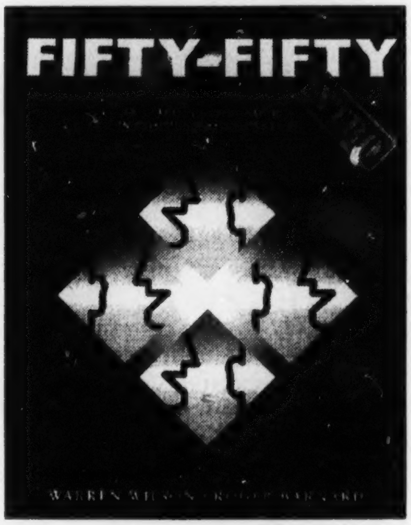

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Book Reviews

edited by katharine isbell & oda masaki

Collaborative Action Research for English Language Teachers. Anne Burns. Cambridge: Cambridge University Press, 1999. Pp. xi + 259. ISBN 0-521-63895-X.

Having just finished reading several other books about Action Research (AR), I started reading this book with the fear that it would be a repeat of familiar information. However, I was pleasantly surprised to find it a book that carves out a place for itself in the AR field. Its narrow focus on AR in the specific field of English language teaching, its use of examples drawn from actual classroom teacher experiences, and its emphasis on the collaborative aspect of the research were refreshing and most welcome. While the practical examples offered in this book come from the Australian Adult Migrant English Program, it is obvious that the principles presented can be applied to a wide variety of settings. The author often reminds her readers that AR can benefit teachers in many ways, including solving classroom problems, promoting personal and professional growth, providing insights upon which to build sound curriculum development, and breaking down the traditional sense of isolation felt by many teachers.

I found this book to be wonderfully balanced—offering background and rationale for AR (Chapter 1), definitions and information about the process (Chapter 2), helps in finding a focus and getting started (Chapter 3), techniques for collecting data (Chapters 4 and 5), techniques for analyzing data (Chapter 6), ideas concerning how to disseminate research results (Chapter 7), and four specific examples of collaborative action research projects in practice (Chapter 8). I found the organization of the book to be clear and easy to follow. Each chapter begins with an introduction and ends with a summary. There are also group discussion tasks which would be very helpful for a group of teachers studying this book together. Approximately one quarter of the book (Chapters 4 and 5) is devoted to addressing in great detail the issue of observational techniques (notes, diaries/journals, audio and video recordings, and diagrams) and non-observational techniques (interviews and discussions, questionnaires and surveys, life/career histories, and documents). Here, I found many hints about how to organize in-class notes, how to produce a useful transcript, and how to write a questionnaire.

Of all the chapters, I found "Getting Started" the most immediately useful. Like me, many other readers may have had good intentions about trying an AR project but have found it difficult to start because of inertia, lack of guidance, and feelings of inadequacy. While honestly acknowledging the reality of such constraints as lack of time, lack of resources, lack of research skills, and problems with school organization, the author provides several step-by-step plans to help anyone who wants to try AR. Concerning perhaps the biggest problem, finding a focus, the author offers the following possible starting points: affective factors, classroom groupings, course design, exploiting materials and available resources, learning strategies, classroom dynamics, developing and teaching specific skills, and assessment.

Recognizing also the problem of how to share results of one's research, the author devotes a chapter to providing solid help in disseminating research. The methods include written reports, articles for professional journals or in-house publications, individual and group oral presentations, and visual displays such as videos, photos, or posters. In the end, my only regret about this book was that there were not more and longer AR samples provided. The four cases presented (Chapter 8) fulfilled the author's purpose of offering several brief examples, but they left me wishing for more.

While reading this book, I was impressed again and again by the quality and usefulness of the quotations from other literature. The author has done an excellent job of culling the very best from a variety of sources and integrating this material with her own ideas. I got the impression that even if this were the only book I had read about AR, I would have a very good foundation as well as an adequate stock of practical ideas to help me start my own project. At the same time, the well-used quotes and the excellent "Further Reading" and "References" sections at the back of the book are a great motivator to delve more deeply into other literature related to AR.

Reviewed by Marie Clapsaddle
Hokuriku Gakuin Junior College

Doing Teacher Research: From Inquiry to Understanding. Donald Freeman. New York: Heinle & Heinle, 1998. 258 pp. 2,500 yen. ISBN 0-8384-7900-6.

In the satirical sci-fi series, *The Hitchhiker's Guide to the Galaxy*, the ultimate answer to the meaning of life is 42. However, we never learn what the ultimate question is! Until the end of time, that may well remain a puzzle. . . And puzzle is, happily, the very same metaphor that Donald Freeman uses for framing his inquiry into teacher research.

It's a good metaphor for teacher research precisely because the pieces rarely fit together. For a start, the classroom teacher's view of research may well rest on a healthy bedrock of scepticism towards outside-expert research. That's what theoreticians do, in university ivory towers, to gain promotion and get grants. That's also what politicians use to further their own agendas, the sceptic undoubtedly chimes in. For another thing, research by experts is something that teachers don't produce, another voice echoes. Research has to be scientific and objective: As teachers, we simply don't have time for all that positivist mumbo jumbo.

Aware of this conventional divide between teaching and research, Freeman charts his own journey of scepticism in the opening chapter of the book. Out of this, he evolves a set of five principles as to why doing teacher research is important. It's good to see him question "science" from the teacher's side as he sets out those principles. It's also totally refreshing to see the argument organised around questions of power and participation, as Freeman asks who needs to be responsible for producing "the primary knowledge on which work in classrooms is based" (p.17). This book is a treasure for those of a sceptical mind, staff-roomed on cynicism, and yet puzzled too by the work that they do.

Sparks of doubt and moments of wonder: These are the starting points. You want your classes to develop, but you're unsure at the same time how to do that for yourself. You want to explore this, but how? How can you design your frame of inquiry so that it will fit your teaching, benefit your learners, and foster principled changes in what happens in your classroom? Freeman takes you through a series of frames to help you to start structuring your inquiry. As you read on through the book, each frame is fleshed out in more detail and depth; these frames are then recycled at different levels of perception, action, and inquiry, as well as constantly reconnected to authentic accounts by practising teachers as they conduct their own teacher research.

Gradually, the pieces begin to fit better, and you find a way to make sense of what you wish to research. Then, just as you have made sense of the basic frames of inquiry, you are surprised by a different voice—a whole chapter by Wagner Veillard on his experience of beginning teacher research. This proves to be a thoroughly elegant way both to illustrate the argument, as well as to foreshadow other issues that will come up as you do more and more of your own research. Indeed, Freeman takes us back to Veillard later in the book to contextualise further the process of inquiry. In this sense, Freeman's book is masterfully constructed, but that's not all. It's written in a direct style, and remains visually lively from beginning to end. It is well-researched, designed and presented, and somewhat different from other books on teacher research in its form and content.

December morning
Patterns breathed on sunlit glass
Horizon changes

Is poetry a valid form of representation for teacher research accounts? Should the presentation of teacher research follow conventional academic genres? Or should it perhaps experiment and attempt to create its own? In asking these questions of the reader, Freeman asks you to explore pro-actively how you might best construct and share the fruits of your inquiries with others. This question makes a great deal of good sense: If you have tried to do teacher research and then represent it publicly, either in a presentation or in a printed form, you also will have faced such a tension. That tension lies between conducting your own individualised inquiry, sharing the rich and unique context of your classroom teaching, and faithfully capturing the developmental process that you have been through with your learners. There is no single answer, but Freeman provides support through offering plenty of exciting possibilities to explore.

From moments of wonder to inquiry, then a puzzle and many questions. You focus, you inquire. You collect data and look for patterns. More questions? The puzzle continues, and a new cycle begins as your horizons break free from their own routines. You share what you have discovered, and explain how that process of inquiry has enabled you to learn. A poem? A poster? You experiment further. These are the pieces that Freeman asks you to play with and explore. The puzzle is fascinating. The process is principled. The inquiry is exciting. The only thing you can do wrong is not to start . . .

Reviewed by Andy Barfield
University of Tsukuba

Action Research for Language Teachers. Michael J. Wallace. Cambridge: Cambridge University Press, 1998. pp. xii + 273. ISBN: 0-521-55535-3.

This is a useful guide for those new to the field of research into classroom and other learning situations. The cover tells us that it can be used "by teachers who wish to develop their professional expertise by investigating their own teaching in a systematic and organized way." However, the frequent "Personal Review" sections, with spaces for written answers, indicate that the book is intended for a teacher training course. It may well serve that purpose admirably, and as the cover continues to tell us, might be invaluable for trainee teachers who are obliged to produce a professional project or dissertation. However, only in the loosest possible sense are the contents of this book related to action research.

The greatest strength of the book is its justified claim to be user friendly. It provides a clear account of the various approaches to research, and the sometimes confusing differences between them. The bulk of the book is given over to a simple but comprehensive survey and explanation of data collection methods. There is a good discussion of the possibilities, advantages, and disadvantages of different types of record keeping, and there is brief guidance for formal field-notes, logs, journals, diaries, and more informal personal accounts.

Protocol analysis is introduced very well. (He prefers the term "verbal reports.") The Personal Reviews are particularly useful here, and he provides good reasons for using such reports, one of them being that we can no longer assume that all knowledge resides with "experts." Now, we must accept that "the beliefs, attitudes and experiential knowledge of both teachers and learners are also important factors in the learning/teaching equation" (p. 89). However, although he gives a clear method of initial organization, he deals with the potential problems only very briefly.

Classroom observation techniques are also dealt with clearly but briefly. Some possibilities for observation and methods of recording and commentary are briefly introduced, with some discussion of both unstructured, flexible analysis, and more structured approaches, with useful examples. Similarly, the basic issues related to questionnaires and interviews are covered well, particularly the needs for questionnaires to be user friendly and for interview schedules to be realistic. Strangely, the section on questionnaires is given over to two quite lengthy and complex examples, with little substantial discussion. The reader can only conclude that it would be foolhardy to progress on the basis of this information alone.

Indeed, no matter what method is chosen, this introduction could only whet the appetite of the serious researcher. It is not necessarily a failing for a basic research manual such as this not to go into greater depth. Certainly, what is lost in the way of depth is made up by the straightforward way in which the basic issues are discussed. However, this overall simplicity seems to be the author's main justification for calling it an *action* research manual. There seems to be no other reason for such a title.

Each chapter concludes with an "exemplar article," with related questions. They are classics, and well worth reading. However, although Wallace says that they give examples of "the kinds of interesting results which an action research approach can yield" (p. 2), it is difficult to conceive of them as actual examples of action research. All are complex and thorough pieces of research, taking more time and effort than any practicing teacher could hope for.

Our understanding of action research may have changed over the years. However, the fundamental cornerstones must be Lewin's spiral of *planning, acting, evaluation, planning,* and Cohen and Manion's insistence that action research is for a particular purpose and situation. Wallace, however, sees the ultimate aim as being "professional development," which would be fine were it not for the fact that evaluation is treated only as a possible research topic and the problems of application into practice are not covered at all.

In his first chapter (which *is* a good beginning), Wallace writes that "action research overlaps the areas of professional development and conventional research, sometimes forming a bridge between the two" (p. 18). And from then on, the image is conveyed of aspiring teachers looking for the holy grail of "professional development" by means of a nice tidy piece of conventional research. Wallace does mention that action research can be empowering, but that if it becomes a top-down requirement it turns into the reverse. Despite his insistence that action research is not for everyone, this book seems to be as top down as one can get. Student teachers will read it because they have to. Researchers might find it helpful, but I'm afraid that teachers won't.

Reviewed by Tim Knowles
Sophia University

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of December. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

!Gallagher, N. (1999). Delta's key to the TOEFL test (text includes practice tests, tapescripts). IL: Delta Publishing Company.

!Jones, L. (1998). New Cambridge advanced English (2nd ed.) (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

Littlejohn, A., & Hicks, D. (1998). Cambridge English for schools: Book four (student's, teacher's, workbook, cassettes, workbook cassette). Cambridge: Cambridge University Press.

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!Richards, J. (1998). Changes intro: English for international communication (student's, teachers, workbook, cassettes). Cambridge: Cambridge University Press.

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Spratt, M., & Taylor, L. (1997). The Cambridge CAE course (student's, teacher's, workbook, cassettes).

English for Business

!Jones, Leo. (1998). Welcome: English for the travel and tourism industry (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

Jones-Macziola, S. (1998). Further ahead: A communication course for business English (student's, teacher's, workbook, cassette, workbook cassette). Cambridge: Cambridge University Press.

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Grammar

!Gammidge, M. (1998). Grammar works 1 (student's, teacher's). Cambridge: Cambridge University Press.

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!Obee, B. (1998). Cambridge first certificate: Grammar and usage (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

Listening

Espeseth, M. (1999). Academic listening encounters: Listening, note taking, and discussion: Content focus, human behavior (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

Reading

!Roberts, P. (1999). Cambridge first certificate: Reading (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

Supplementary Materials

Hancock, M. (1998). Singing grammar: Teaching grammar through songs (resource book, cassette). Cambridge: Cambridge University Press.

Obee, B. (1999). The grammar activity book: A resource book of grammar for young students. Cambridge: Cambridge University Press.

Wallwork, A. (1999). The book of days: A resource book of activities for special days in the year (resource book, cassettes). Cambridge: Cambridge University Press.

Vocabulary

!Redman, S., & Shaw, E. (1999). Vocabulary in use intermediate: Self-study reference and practice for students of North American English. Cambridge: Cambridge University Press.

Writing

!MacAndrew, R., & Lawday, C. (1999). Cambridge first certificate: Writing (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

JALT News

edited by thom simmons

From the JALT98 Proceedings Editorial Team

Dear Colleagues,

As the coeditors of the *JALT98 Proceedings, Focus on the Classroom: Interpretations,* we would like to offer our sincere apologies to the following authors for having cut their papers at the eleventh hour:

> Atsuko Iwa, "Some Effects of Communication Strategy Training on Japanese Students: Positive Changes in Attitude toward Communicating"
>
> Midori Kataoka, "First Language Models for Natural Speech Sound"
>
> Michael Redfield, "Supplying Massive Comprehensible Input through *Eiga Shosetsu*"
>
> Allison Witt, "A Newspaper Project in the ESL Classroom: A Means of Incorporating Modern Technology and Teaching Theory."

These authors' papers had been approved for publication by the coeditors, and the quality of the papers was not in question. We understand the personal frustration and professional inconvenience that our actions caused the authors, and we deeply regret this state of affairs.

Unfortunately, financial and technical matters beyond our control made it necessary for us to reduce the proceedings by a large number of pages. On the financial side, these cuts were made in order to meet the tight budget restrictions that we suddenly faced in early September. On the technical side, continued computer crashes and bugs left us unable to rework properly certain texts before the printer's deadline.

We have continued to work with those authors who wish to see the publication of their work by JALT. We hope that this commitment, together with this apology, helps resolve the issue.

Sincerely,

Andrew Barfield, Bob Betts, Joyce Cunningham,
Neil Dunn, Haruko Katsura, Kunihiko Kobayashi,
Nina Padden, Neil Parry, & Mayumi Watanabe

拝啓　同僚の皆様

JALT98梗概集、「教室に目を向ければ」の共同編集者より、以下の執筆者の論文を発行直前に掲載する事ができなくなりました事を、編集者一同、心よりお詫び申し上げます。

Atsuko Iwa氏："Some Effects of Communication Strategy Training on Japanese Students: Positive Changes in Attitude toward Communicating"

Midori 片岡氏："First Language Models for Natural Speech Sound"

Michael Redfield氏： "Supplying Massive Comprehensible Input through Eiga Shosetsu"

Allison Witt氏： "A Newspaper Project in the ESL Classroom: A Means of Incorporating Modern Technology and Teaching Theory"

これらの論文は編集者により掲載を承認され、論文の質の高さは問うまでもないものであります。執筆者の方々に私どもの行為が与えた、個人的失望、プロとしての不利益を鑑み、この事態を深く遺憾に思っております。

残念ながら私どもの手に負えない財政的、技術的な事態が起こり、梗概集のページを大幅に詰める事を余儀無くされました。財政的な面と申しますのは9月初旬になって初めて知らされた厳しい予算の切り詰めであります。また、技術的にはコンピュータの不調や文書中のバグにより、印刷所の締め切りまでにある原稿を適切に仕上げる事ができませんでした。

私どもはJALTの出版物にその論文の発表を希望する執筆者に、出版のお手伝いを引き続き行いました。私どものこのような努力とこのお詫びが問題の解決となることを願っております。

敬具

Andrew Barfield, Bob Betts, Joyce Cunningham, Neil Dunn,
桂晴子, 小林邦彦, Nina Padden, Neil Parry, 渡邉真由美

Errata in the JALT98 Proceedings

Page v *Naoyuki Naganum* should read *Naoyuki Naganuma* as the author of "Diagnostic Analysis of Motivational Factors in ESL."

Page vi *Sandra MacKay* should read *Tonia McKay* as coauthor, with Steve Cornwell, of "Measuring Writing Apprehension in Japan."

Page 103 *1. The gentleman you spoke of left her a big fortune* should read *4. The gentleman you spoke of left her a big fortune.*

Page 104 *5. of language* should read *5. He delivered a very impressive speech*, and *6. He delivered a very imp Speech is the primary form ressive speech* should read *6. Speech is the primary form of language.*

Page 110 Fumie Kato's affiliation is the University of Sydney, not the University of Melbourne.

Page 247 The title to Appendix 1 in Cornwell and McKay's paper, "Measuring Writing Apprehension in Japan," should read *Writing Apprehension Questionnaire in English.*

Page 249 The paper by Mackenzie and Graves, "The 3D Effect: Combining Course and Self-Assessment," mentions Appendix 1, which, regrettably, had to be omitted to save pages; the reference to it, however, was not deleted from the body of the paper.

JALT98 梗概集　誤植

Page v "Diagnostic Analysis of Motivational Factors in ESL" の執筆者名
誤）Naoyuki Naganum　正）Naoyuki Naganuma

Page vi "Measuring Writing Apprehension in Japan"のSteve Cornwellとの共著者名
誤）Sandra MacKay　正）Tonia McKay

Page 103
誤）"1. The gentleman you spoke of left her a big fortune"
正）"4. The gentleman you spoke of left her a big fortune"

Page 104
誤）"5. of language"
正）"5. He delivered a very impressive speech."
誤）"6. He delivered a very imp Speech is the primary form ressive speech."
正）"6. Speech is the primary form of language."

Page 110 Fumie Kato氏の所属大学名
誤）University of Melbourne
正）University of Sydney

Page 247 Cornwell 氏及び McKay氏 の論文のAppendix 1の表題
誤）"Measuring Writing Apprehension in Japan"
正）"Writing Apprehension Questionnaire in English"

Page 249　Mackenzie氏及びGraves氏の論文, "The 3D Effect: Combining Course and Self-Assessment" 中でAppendix 1. とありますが、紙面の関係で残念ながら割愛せざるをえませんでした。しかし、この変更が本文中で行われておりません。

* * *

現在事項全部証明書

東京都台東区台東一丁目37番地9号　アーバンエッジビル５階
特定非営利活動法人全国語学教育学会
会社法人等番号　001115

名称：特定非営利活動法人全国語学教育学会
主たる事務所：東京都台東区台東一丁目37番地9号　アーバンエッジビル５階
法人成立の年月日：平成11年9月8日

目的等：目的
この法人は、日本における外国語及び第二言語の教育と学習の向上に関心を持つ者にたいして、研究の促進、大会の開催、出版物の発行、関連専門団体との協力に関する事業を行い、語学教育と学習の発展、社会教育並びに国際協力活動の推進に寄与することを目的とする。この法人は、前条の目的を達成するため、次の種類の特定非営利活動を行う。
(1) 社会教育の推進を図る活動
(2) 文化、芸術の振興を図る活動
(3) 国際協力の活動
(4) 以上の活動を行う団体の運営又は活動に関する連絡、助言又は援助の活動

役員に関する事項；
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これは登記簿に記録されている現に効力を有する事項の全部であることを証明した書面である。
平成11年9月20日
東京法務局台東出張所　登記官　小坂　和久

JALT Non-Profit Organization Letter of Authentication (translation)

September 7, 1999
To: President of JALT

I hereunder authenticate the establishment of the specified non-profit organization applied on April 21, 1999 based on Article 12-1 stipulated in the Law to Promote Specified Non-Profit Activities.

From: Tokyo Metropolitan Governor

1. Japan Association for Language Teaching
2. Gene van Troyer
3. Urban Edge Building, Taito-ku, Tokyo

Certificate of Registration for Specified Non-Profit Organization

The Japan Association for Language Teaching (Legal Entity No. 001115)

Name: Specified Non-Profit Organization
The Japan Association for Language Teaching

Principal Office: Urban Edge Bldg. 5F,1-37-9 Taito,Taito-ku, Tokyo
Date of Establishment: September 8th,1999
Purposes of the Organization: The purposes of JALT are to foster research, hold conferences, issue publications, cooperate with related professional organizations, and carry on other activities for those interested in the improvement of language teaching and learning in Japan and contribute to the development of activities in language teaching and learning, social education and international cooperation. To achieve the purposes above mentioned, JALT undertakes the following specified nonprofit activities:

(1) Promotion of social education
(2) Promotion of culture, the arts
(3) International cooperation
(4) Administration of organizations that engage in the activities and/or provision of liaison, advice, or assistance in connection with the above activities

Officers:
Director : Gene van Troyer
Director : Brendan Lyons
Director : David McMurray
Director : Richard Marshall
Director : Joyce Cunningham
Director : Mark Zeid
Director : Thomas Simmons

Net Assets : 6,361,549 yen

September 20,1999
Kosaka Kazuhisa
Certificate Officer, Taito Branch,
Tokyo Legal Affairs Office

More Space and Budget Constraints

Because of the size of the Special Issue and budget limitations, the Chapter Reports column will not appear this month, but its reports will appear in the following month.

Did you know
JALT offers research grants?
For details,
contact the JALT Central Office.

Bulletin Board

edited by david dycus & kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a paragraph format and not in abbreviated or outline form.

Final Call for Papers and Call for Participation: *JALTCALL2000 Conference*—The annual national conference of the Computer-Assisted Language Learning (CALL) SIG, JALTCALL2000: "Directions and Debates at the New Millennium," will be held at Tokyo University of Technology from June 9 to 12, 2000. The deadline for (online) papers is January 15, 2000. All members and nonmembers are welcome. All levels of computer skill are catered to. Both English and Japanese sessions are planned. The main event is from June 10 to 11 (Sat/Sun) with extra activities planned for June 9 (Fri) and June 12 (Mon). Hands-on sessions, practical tips, theoretical debate, excellent networking, and CALL materials on show—all at a beautiful campus and Japan's most state-of-the-art facility. For more details in both English and Japanese, see website: http://jaltcall.org/conferences/call2000/.

投稿・参加者募集: JALTCALL2000 Conference—コンピュータ利用語学学習(CALL) SIGの年次大会、JALTCALL2000「新しいミレニアムにおける方向性とディベート」が2000年6月9～12日に東京工業大学にて開催されます。投稿の締め切りは2000年1月15日です。会員、非会員を問わず歓迎いたします。全てのレベルのコンピュータスキルについても提供することができます。英語と日本語両言語によるセッションを予定しています。詳細は英文をご参照ください。

Call for Participation: *JALT Tokyo Metro Mini-Conference*—The Tokyo area chapters are jointly sponsoring a one-day conference on Sunday, December 5, 1999, at Komazawa University from 9:30-17:00. Its theme is "Classroom Practice: Forging New Directions." The Junior and Senior High SIG and the Teaching Children SIG will host the Featured Series Presentations on Reading, with both teacher and publisher sessions about teaching reading. Visit the website at http://home.att.ne.jp/gold/db/tmmc or contact the program chair (contact information below) for details. Contact: David Brooks; t/f: 042-335-8049; dbrooks@planetall.com.

参加者募集: JALT Tokyo Metro Mini-Conference—東京支部は、1999年12月5日（日）に駒沢大学にて9:30-17:00までのコンファレンスを主宰します。テーマは「教室実践:　新しい方向」です。中学・高校外国語教育、児童教育の分野別研究会は、読解についての発表を開催いたします。

詳細は、http://home.att.ne.jp/gold/db/tmmcか英文の連絡先をご覧ください。

Call for Papers: *CAJ Annual Conference in Tokyo*—The Communication Association of Japan (CAJ) will hold its annual conference on June 16-18, 2000, at

Nihon University, Tokyo, Japan. Proposals for papers, mini-symposiums, and workshops are welcome on the conference theme of "Communication, Teaching, and Research for a Global Society" and for all areas involving communication and foreign language teaching. The deadline for proposals is January 15, 2000. For details about the deadline, proposal format, or for more information about the conference and CAJ, contact Takehide Kawashima; Dept. of English, College of Humanities & Sciences, Nihon University, 33-25-40 Sakurajosui, Setagaya-ku, Tokyo, Japan 156-0045; t: 81-3-5317-9707; f: 81-3-5317-9336.

投稿募集: CAJ Annual Conference in Tokyo—The Communication Association of Japan (CAJ)は2000年6月16-18日に日本大学において年次大会を開催いたします。「コミュニケーション、教授、グローバルな社会に向けての研究」というテーマ、およびコミュニケーション、外国語教育に関わる全ての領域についての論文、ミニシンポジウム、ワークショップの申し出を歓迎いたします。締め切りは2000年1月です。詳細、問い合わせ先に関しては英文をご参照ください。

Call for Papers: *FLEAT IV Conference in Kobe*—The 4th International Conference on Foreign Language Education and Technology (FLEAT IV) will be held at the Kobe Bay Sheraton Hotel, Ashigei Rokko Island College, and Rokko Island Center (RIC), Kobe, Japan, from July 29 to August 1, 2000. The theme is "Language Learning and Multimedia: Bridging Humanity and Technology."

FLEAT IV is currently inviting proposals for papers for oral or poster sessions. Presentations are to be in either English or Japanese. Presentation time is 30 minutes for an oral session, including 10 minutes of discussion, and 2 hours for a poster session. Those interested should send an abstract in English (not Japanese) of about 500 words. **Abstracts should be sent *via email* to fleatproposal@kuins.ac.jp.**

Accompanying the abstract, include the following information: a) presenter's name: surname, first name, middle initial (if any); b) presenter's affiliation; c) title of the presentation; d) presenter's email address; e) presenter's postal address; f) presenter's telephone and fax numbers; g) coauthor's name(s) (if any); h) coauthor's affiliations; i) coauthor's title(s); j) language of the presentation: English or Japanese; k) type of presentation: oral or poster; l) presentation title (repeated).

All proposals must be received by Thursday, January 20, 2000. Further conference details will be available at http://www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html. Unless otherwise specified, all correspondence will be via email. For inquiries, contact Jun Arimoto, Vice Secretariat of FLEAT IV; fleatQ&A@kuins.ac.jp.

投稿募集: FLEAT IV Conference in Kobe—外国語教育とテクノロジー(FLEAT IV) の第四回国際会議が2000年7月29日から8月1日に開催されます。口頭発表かポスターセッションのための論文を現在募集中です。発表は英語か日本語のどちらか一方で、発表時間は、ポスターセッションでは討論の10分を含む30分、口頭発表では2時間です。発表希望者は500語程度の英語による概要をお送りください。締め切りは、2000年1月20日(木)です。概要は電子メールでfleatproposal@kuins.ac.jpにお送りください。詳細は、英文をご参照ください。

***The Language Teacher* Staff Recruitment**—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton; JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp.

TLTスタッフ校正担当者募集—TLTでは、英語の校正担当者を募集しております。資格は言語教育経験を持つJALTメンバーで、日本に在住し、ファックス、電子メール、および、Macintosh fileを加工することができるコンピューターを持っていることです。担当者は、毎月数時間を校正作業やオンラインやオフラインの会議のため時間を使うことになります。詳細に関しては、英文をご参照ください。

Advertiser Index

IFC = inside front cover, IBC = inside back cover
OBC = outside back cover

Cambridge University Press	4
Council	IBC
EFL Press	IFC
Intercom	56
Macmillan	37, 38, 58
Oxford University Press	Center, OBC
Pearson	10, 14, 22, 42
Seido	50

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DREAM QUEST

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FAX. 0797–31–3448

TEL. 0797–31–3452

Dec. 1999

Special Interest Group News・研究部会ニュース

edited by robert long

Interested in learning more about your SIG(s)? Please feel free to contact the coordinators listed after this column.

各研究部会の詳細につきましては、当コラム下の各部会コーディネーターまでお問い合わせください。

Take note that two new SIGS are now being formed. Pragmatics is now being organized by Sayoko Yamashita. This SIG will be of interest to many people ranging from those who need to know about ABC's of Pragmatics, all the way to those who are actively involved in research and are looking for a means of networking with other professionals. Their unique 24-page newsletter *Pragmatic Matters*, which is completely bilingual, contains feature articles, interviews with leaders in the pragmatics field, and much more. If you are interested in joining please contact either Sayoko Yamashita (SayokoY@aol.com) or the contact membership co-chairs Yuri Kite or Eaton Churchill.

Thom Simmons is the coordinator for Applied Linguistics (ALSIG), which has already sent out its first newsletter. ALSIG emphasizes the importance of theory, research, and their applications in language education and learning; areas include language acquisition, cognitive linguistics, critical linguistics, neurolinguistics, discourse analysis, conversation analysis, corpus linguistics, psycholinguistics, sociolinguistics, ethnographics among others.

Regular Announcements

Bilingualism SIG—Are there two languages in your life? Are you raising or teaching bilingual children? The Bilingualism SIG's newsletter, *Bilingual Japan*, addresses a variety of topics concerning bilingualism and biculturalism in Japan. To receive *Bilingual Japan*, or for more information about the other activities and publications of the Bilingualism SIG, please contact Peter Gray.

B-SIGの新しい出版物「多言語多文化研究」5号と新しいモノグラフ「日本の学校におけるいじめ：国際的視点から」の2点を販売しています。「多言語多文化研究」2-4号他のモノグラフもまだ在庫があります。

CUE—Deadline for papers for the CUE miniconference on Content and Language Education: "Looking at the Future" is February 29, 2000. For submission guidlines, see the website www.wild-e.org/cue/conferences/content.html or contact the CUE program chair Eamon McCafferty (eamon@gol.com). Also, there is an ongoing Call for Submissions for ON CUE: the journal of the CUE SIG. APA referenced articles are welcomed with a focus on language education and related issues at tertiary level of up to 2,000 words. We also desire articles about classroom applications, techniques and lesson plans as well as reviews of books, textbooks, videos, presentations/workshops, TV shows, and films. Articles that include desciptions of websites, or of opinions are also possible. If you have an idea or a specific proposal, don't be afraid to contact us.

GALE—GALE, thanks to your support, was approved as an affiliate SIG of JALT at the JALT99 Conference in Maebashi. We are now busy planning an overnight retreat late next spring in southern Honshu. For information and/or to present at the retreat, please contact Cheryl Martens cmartens@z.hkg.ac.jp, w tel 082-820-3767.

皆様の支持のおかげでGALEは、前橋年次総会において準研究部会として正式に承認されました。現在、本州南部への一泊旅行の計画立案中です。詳しくは、Cheryl Martensまでお問い合わせください。

Teaching Children—The Teaching Children SIG and the Junior & Senior High SIG are co-hosting the Featured Series Presentations on Reading at the JALT Tokyo Metro Mini-Conference on Sunday, December 5, 1999 at Komazawa University from 9:30-17:00. TC members will make a series of presentations on reading and publishers will make presentations on readers. Come and join us in Tokyo at the last conference of this century! The theme of the January issue of the TLC Newsletter is "Extending the Classroom."

Teacher Education—Teacher Education and Learner Development SIGs will be jointly organizing two weekend retreats in February and March, 2000. The themes will be Collaborative Action Research and Teacher/Learner Autonomy. If you would like further information, please contact Lois Scott-Conley at lois.scott-conley@sit.edu, or at work 042-796-1145, ext. 214.

Video—Video SIG seeks proposals for participation in a forum, "Video for a New Millennium," to be held at JALT2000. Contact Donna Tatsuki: tatsuki@kobeuc.ac.jp; fax 0798-51-1988, by Dec. 20.

To SIG Coordinators: please send your announcements by email, long@dhs.kyutech.ac.jp or by fax: 093-884-3447. Thank you.

SIG Contact Information

Bilingualism—Peter Gray; t/f: 011-897-9891(h); pag@sapporo.email.ne.jp

Computer-Assisted Language Learning—Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-5-2711(w); holmes@nucba.ac.jp

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp

Global Issues in Language Education—Kip A. Cates; t/f: 0857-28-2428(h); kcates@fed.tottori-u.ac.jp

Japanese as a Second Language—Haruhara Kenichiro; t: 03-3694-9348(h); f: 03-3694-3397(h); BXA02040@niftyserve.or.jp

Nishitani Mari; t: 042-580-8525(w); f: 042-580-9001(w); mari@econ.hit-u.ac.jp

Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); barrym@gol.com

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp

Material Writers—James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp

Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875 (w); haig@nagoya-wu.ac.jp

Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com (English); elnishi@gol.com (Japanese)

Teacher Education—Neil Cowie; t/f: 048-853-4566(h); cowie@crisscross.com

Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); lyoffe@thunder.edu.gunma-u.ac.jp

Video—Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentgon.com

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp

Gender Awareness in Language Education—Cheiron McMahill; t: 81-270-65-8511 (w) f: 81-270-65-9538 (w) cheiron@gpwu.ac.jp

Chapter Meetings

edited by tom merner

Fukuoka—(Dec) ***The State of the Art in Vocabulary Teaching and Learning*** by David Begler, Temple University Japan. The presenter will give a brief review of the history of teaching vocabulary and how it relates to second language acquisition. An overview of the state of the art in vocabulary theory and research will then be presented together with practical applications to classroom techniques and materials. *Sunday, December 12, 14:00-17:00; Aso Foreign Language Travel College; one-day members ¥1,000.*

(Jan) ***Book Fair 2000***. The largest display of ELT material of its kind in Kyushu. Along with Aleda Krause as plenary speaker, English and Japanese presentations by authors and representatives of Japan's top ELT publishers and book sellers. *Sunday, January 30, 2000; 10:00-17:00; Kyushu Bldg. 9F (Hakataeki-minami 1-8-31, Hakata-ku, Fukuoka; t: 092-461-1112); free to all.*

Hamamatsu—***Approaches to Learner Autonomy*** by Jill Robbins, Kwansei Gakuin University. The presenter will share successful strategies to foster learner autonomy among Japanese students and views of learner and teacher roles described by teachers through structured interviews. Officer elections, then a party at Amigos with the Irish Band will follow the presentation. *Sunday, December 5, 13:00-16:00; place T.B.A. (contact Peter Balderston or Brendon Lyons for details); one-day members ¥1,000.*

Hiroshima—Year-end Party to be held at Jacasse Italian restaurant in Pacela. Please come and join us for a fun dinner party! For more information contact J.J. Walsh. *Sunday, December 5, 19:00-21:00. Please note Hiroshima JALT Bookfair to be held on January 23, 2000 at Hiroshima College of Foreign Languages (contact Mark Zeid for details).*

Hokkaido—(Dec) *Bonenkai* Party and Officer Elections. Celebrate the end of the year with a delicious potluck lunch party, elect new officers, and socialize a bit with other teachers. JALT will provide the liquid refreshments. *Sunday, December 5, 13:00-16:00; HIS International School (5 minutes from Sumikawa Station); one-day members ¥2,000.*

(Jan) ***Using Videos to Motivate EFL Students: A Genre-based Approach*** by Damian Lucantonio, Josai International University. Learn how to motivate ELT learners by preparing high interest video materials (especially movies) and identify student needs through applied genre theory. *Sunday, January 30, 13:00-16:00; HIS International School; 1-55, 5-jo, 19-chome, Hiragishi (5 mins from Sumikawa Station); one-day members ¥1,000.*

Ibaraki—The Ibaraki Chapter will be holding a materials preparation seminar for members of Thai TESOL in Tsuchiura, Ibaraki Prefecture on Sunday, December 12th from 2 p.m. Chapter members and interested participants are encouraged to bring their materials and ideas for material development to the meeting. The style of the meeting will be that of a workshop featuring, for example, the recording of companion tapes for readers and the development of WEB pages for teacher and student use. Time and location will be announced in the chapter newsletter. Chapter business meeting and social activity to follow.

Kagoshima—Although there are no meetings scheduled for December, please note the Fukuoka JALT Book Fair to be held on Sunday, January 30, 2000 (10:00-17:00).

Kitakyushu— (Dec) ***Stepping Out: Devising Interactive Gambits for your Classroom*** by Robert Long, Kyushu Institute of Technology. This workshop will review a communicative approach by Robert DiPietro that focuses on developing interactive competency through a repertory of realistic scenarios, or gambits. These classroom activities motivate students to converse purposefully with others by casting them in roles based on real life. Executive Committee Officer elections will also be held at this meeting. *Saturday, December 11, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥500.*

このワークショップは、実際的なシナリオを用いて、インターラクティブな能力を養成することに重きを置いたRobert DiPietroのコミュニカティブアプローチについて再吟味します。

(Jan) ***Goal Orientations in College Students Learning EFL*** by Neil McClelland. In an attempt to better understand his own students, the speaker surveyed 150 sophomore EFL learners about their perceptions of the usefulness of learning English. The orientations that emerged coincide with the findings from research in other EFL contexts and emphasize the importance of intrinsic factors to the analysis of motivation in foreign language learning. Executive Committee Officer elections will also be held at this meeting. *Saturday, December 11, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥500.*

4地元大学の150名の2年生の学生に、英語を学ぶ有用性について意識調査をした発表です。

Nagasaki—***Beginnings of English Education in Japan*** by Brian Burke-Gaffney, coeditor of *Crossroads*. Our presenter will be explaining about the beginnings of English education in Japan, a theme which will give us all a chance to pause at the end of the year and reflect. After due reflection, we hope to have a year-end chapter party—all are welcome. *Saturday, December 18, 18:00-21:00; Place: T.B.A.; one-day members ¥1,000, students ¥500.*

Nagoya—***Introducing Self-talk and Visualization to Language Learners*** by Takasu Mie, Nanzan University. The presenter will introduce activities that teachers can use to get students to try out self-talk in their target language to improve their fluency and give them a lot of safe practice outside the classroom. Several visualization techniques will also be introduced to help students become more motivated and keep their goals in mind. *Sunday, 12th December, 13:30-16:00; Nagoya International Centre 3rd floor Lecture room 2.*

Nara—There will be an end of year potluck party. All chapter members as well as those interested in our meetings are welcome to join. Please bring something to eat. The party will be preceded by a short meeting to discuss plans for next year's programs. We hope that many of you are able to join us. *Sunday, December 19, 14:00-17:00; Tezukayama College (Gakuenmae Station); free to all.*

Niigata—Chapter Business Meeting/Informal Roundtable Discussion. In addition to discussing the direction of the chapter, this "teacher-to-teacher" session will be an opportunity to swap ideas on teaching, how we can continue to improve as teachers, and what unique challenges (and solutions) we have come up with in our own classrooms in '99. For those who can stay, the follow-up session will be a potluck, so please bring along a friend and a plate of your best cooking or favorite store-bought dish. *Tuesday, December 12, 16:00-18:00; West Park Communications, Funakoshi 957-6 Gosen; free for all.*

Omiya—(Dec) ***My Share for Young Learners*** by various members. Do you teach young people? Come to this series of short presentations by experienced teachers of children for practical, new ideas you can use right away! Stick around and help decide what will happen in Omiya in the year 2000. Then celebrate the last meeting of the millennium with a wine and cheese party. *Sunday, December 12, 14:00-17:00; Omiya Jack Bldg., 6F (t: 048-647-0011); one-day members ¥1,000.*

児童英語に興味がある方、教室を生き生きした雰囲気で盛り上げたい方を対象に実践に即した様々なアイデアを経験豊かな講師が紹介します。また、次年度に向けて役員選挙及びワインパーティーを行います。

(Jan) ***Writing Workshop*** by Neil Cowie, Saitama University and Ethel Ogane, Tokyo International University. Chapter members will lead a hands-on workshop on approaches to teaching writing—including both process and product. They will share ideas on giving feedback to students—what to focus on and how to give responses to increase motivation. There will be plenty of opportunity to share your own experiences, look at examples of student writing, and try out teaching techniques. Both presenters are university instructors, but their ideas should be useful with other groups of students too. *Sunday January 16, 14:00-17:00; Omiya Jack (near Omiya JR station, west exit); one-day members ¥1000.*

英文を書く過程にも焦点をあて、いかに助言するか、いかに英文を書く意欲をかき立てるか等について協議します。

Osaka—(Dec) ***Souvenirs from JALT99*** by Jack Yohay, Seifu Gakuen and others who attended. Topics will include exploratory practice, mutual peer supervision, a pronunciation curriculum, the challenge to care, and stratagems for keeping conversations alive and focused. Election of chapter officers for 2000 and a *bonenkai* will follow. *Sunday, December 5, 14:00-16:30 (bonenkai 17:00-, price unknown yet); YMCA Wexle, 8F Bldg. #2 (Ni-bangai), ORC 200, Benten-cho; one-day members 1,000 yen.*

(Jan) ***A Drama Method for Teaching EFL*** by Marc Sheffner, Theo Steckler, and Ian Franklyn, The DramaWorks. The "Star Taxi" method has been used successfully in colleges, companies, and other settings. *Sunday, January 16, 14:00-16:30; YMCA Wexle, 8F Bldg. #2 (Ni-bangai), ORC 200, Benten-cho; one-day members ¥1,000.*

Sendai—This meeting will consist of short presentations by local members, along with our annual meeting, to be followed by a year-end party. Don't miss it!! *Saturday, December 11, 13:30-16:00 (party afterwards); Seinen Bunka Center (above Asahigaoka subway station).*

Tokyo—(Jan) ***Use of L1 in EFL Teacher Discourse*** by Hosoda Yuri, Dokkyo University. Language teachers' use of students' native language (L1) is often viewed negatively by teachers themselves. However, in fact, teachers' occasional use of students' L1 may have some positive effects. This presentation analyzes an EFL teacher's use of the sudents' L1. The data show that the teacher's use of students' L1 not only performed a number of social functions but also simultaneously played an important interactional role. *Saturday, January 22, 12:00-17:00; Sophia University, Room 9-252; one-day members ¥1,000.*

Toyohashi—***CALL Classroom: Theory into Practice and Critical Issues*** by Nozawa Kazunori, Ritsumeikan University Biwako Kusatsu Campus (BKC). Computer Assisted Language Learning (CALL) in Japan has yet to be fully embraced. The presenter will report on Rits BKC CALL as the essential part of English as a foreign language at the Faculties of Economics and Business Administration, including a pedagogical framework, web-based programs, and results from 2 years of use. *Sunday, December 19, 13:30-16:00; Aichi University, Building No. 5; one-day members ¥1,000.*

Yamagata—***Intercultural Communication and Relationships to Well-being*** by Chrystabel Butler. This will be a preliminary report on an ongoing investigation into intercultural concepts of body, health, and identity. The study takes a reciprocal perspective, in looking at how culture affects relationships to the body, and how those relationships to the body then create the kind of health care system that participants in that culture perceive as a "caring" relationship to their body. *Sunday, December 5,13:30-16:00; Yamagata Kajo-Kominkan; one-day members ¥700.*

Yokohama—***Language Hungry: Active Learning for English-Starved Students*** by Scott Bronner. Ways to get learners listening to and using English throughout the week, not just before class, will be presented. Numerous examples and ideas (based on research by Tim Murphey, Nanzan U.) for getting students to be active learners and to build up self-esteem will be presented, with variations on activities developed by the presenter. *Sunday, December 12, 14:00-16:30; Gino Bunka Kaikan, 6F; one-day members ¥1,000.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp

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Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, December 15th is the deadline for a March conference in Japan or an April conference overseas, especially when the conference is early in the month.

Upcoming Conferences

December 27-30, 1999—***The 1999 Annual Meeting of the Modern Language Association (MLA)***, held this year in Chicago, Illinois, USA, features three sessions in its Division on Applied Linguistics: Cross-Cultural Pragmatics in Spoken and Written Discourse, Language Acquisition and Content-based Language Instruction: What Does Research Have to Say? and The Role of Applied Linguistics in Departments of Language and Literature.

The third session includes ties with cultural studies. The November PMLA promised a listing of all session papers. Descriptions of the three sessions above are available in the Call for Papers at linguistlist.org/issues/10/10-36.html#2, while general convention information is available at www.mla.org/convention/index2.htm. For further general conference information, send email to convention@mla.org, phone 1-212-614-6355, or contact the MLA head office at 10 Astor Place, New York, NY 10003-6981, USA; t: 1-212-475-9500; f: 1-212-477-9863.

June 9-12, 2000—***JALTCALL2000, Directions and Debates at the New Millennium, the annual national conference of the Computer-Assisted Language Learning (CALL) SIG***, will be held at Tokyo University of Technology. All members/nonmembers are welcome. All levels of computer skill are catered to. Both English and Japanese sessions are planned. The main event is June 10-11 (Sat-Sun) with extra activities planned for the 9th (Fri) and 12th (Mon). Hands-on sessions, practical tips, theoretical debate, excellent networking, CALL materials on show—all at a beautiful campus and Japan's most state-of-the-art facility.

See jaltcall.org/conferences/call2000/ for more details in both English and Japanese.

Calls For Papers/Posters (in order of deadlines)

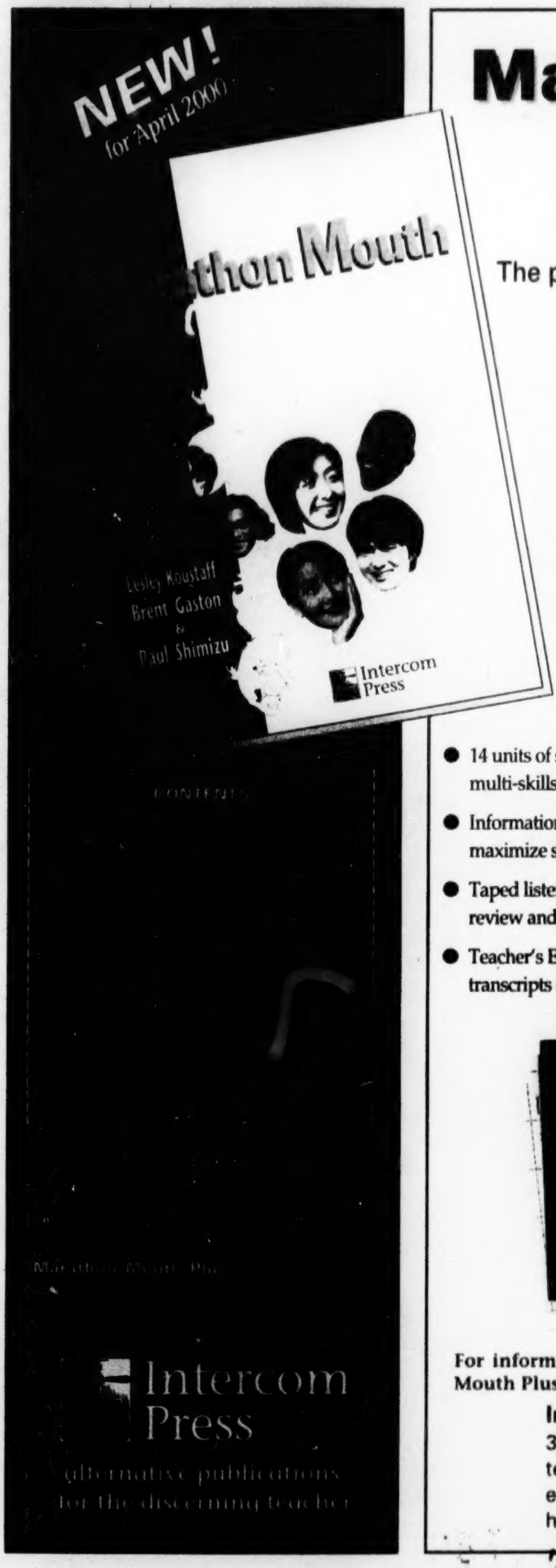
January 10, 2000 *(for April 12-14, 2000)*—***A Virtual Odyssey—What's Ahead for New Technologies in Learning?—5th Annual Teaching in the Community Colleges (TCC) Online Conference.*** One of the largest and most practical online conferences is seeking paper proposals over every aspect of online learning/teaching. For general and background information re TCC conferences, see the conference home page at leahi.kcc.hawaii.edu/org/tcon2000. For detailed information on proposal topics and procedures, go direct to http://leahi.kcc.hawaii.edu/org/tcon2000/proposal.html. Human interfaces? Write Jim Shimabukuro (jamess@hawaii.edu) or Bert Kimura (bert@hawaii.edu).

January 15, 2000 *(for July 25-29, 2000)*—***Speaking and Comprehending—The Twenty-Seventh LACUS Forum***, will be hosted at Rice University in Houston, Texas, USA. For very complete proposal information, follow the link from the LACUS home page at http://fricka.glendon.yorku.ca:8008/mcummings.nsf.

Send proposals or further questions to Lois Stanford, Chair, LACUS Conference Committee; Linguistics Department, 4-36A Assiniboia Hall, University of Alberta, Edmonton, Alberta T6G 2E7, Canada; t: 1-780-492-3459; f: 1-780-492-0806; lois.stanford@ualberta.ca.

January 20, 2000 *Alternate Deadline (for July 29-August 1, 2000)*—***Language Learning and Multimedia: Bridging Humanity and Technology—Fourth International Conference on Foreign Language Education and Technology (FLEAT IV)***, cosponsored by LLA and IALL, in Kobe, Japan. Proposals for English or Japanese oral papers and posters are invited concerning the technology of language learning and teaching, cognitive processes involved in language skills, cross-cultural aspects of language learning, first and/or second language acquisition, and related areas. Contributors from Asian countries are especially welcome. See the Call for Papers at www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html. Further inquiries: Jun Arimoto, Vice Secretary, FLEAT-IV; Kansai University of International Studies, 1-18 Sijimi-cho Aoyama, Miki, Hyogo 673-0521, Japan; t: 0794-84-3572; f: 0794-85-1102; fleatQ&A@kuins.ac.jp

February 1, 2000 *(for August 9-12, 2000)*—***The 4th Pacific Second Language Research Forum (PacSLRF 2000)***, to be held in Semarang, Central Java, Indonesia, is broad in scope, covering a range of topics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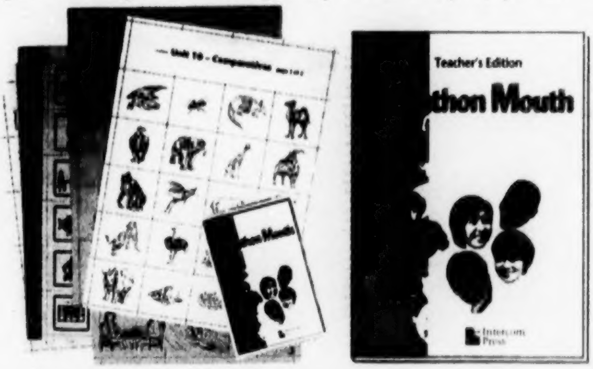
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relevant to the empirical study of second language acquisition (SLA) in instructed and naturalistic settings and much more. For quite extensive conference information, including topics of investigation, visit pacslrf2000.indonesia.jumpeducation.com. Send 200-300 word abstracts, along with affiliation, surface and email addresses, by surface or email to: Peter Robinson; Aoyama Gakuin University, Department of English (PacSLRF 2000), 4-4-25 Shibuya-ku, Tokyo 150, Japan; peterr@cl.aoyama.ac.jp. Otherwise, contact Helena Agustien at Conference Secretariat, Gombel Permai V/105, Semarang 50261, Indonesia; t/f: 62-24-471061; LNUGRAHA@indosat.net.id.

Reminders—Conferences

December 5, 1999—*JALT Tokyo Metro Mini Conference—Classroom Practice: Forging New Directions,* at Komazawa University. See http://home.att.ne.jp/gold/db/tmmc or contact David Brooks, JALT West Tokyo Chapter Program Chair; t/f: 042-335-8049; dbrooks@planetall.com

December 11-13, 1999—*Mapping the Territory: the Poetics and Praxis of Languages and Intercultural Communication—4th Annual Cross-Cultural Capability Conference*, sponsored by the Centre for Language Study at Leeds Metropolitan University in England. Website at http://www.lmu.ac.uk/cls/ or contact Joy Kelly (j.kelly@lmu.ac.uk); Centre for Language Study, Leeds Metropolitan University, Beckett Park Campus, Leeds LS6 3QS, UK; f: 44-113-2745966, t: 44-113-2837440.

December 17-19, 1999—*The Annual International Language in Education Conference (ILEC)1999 on Language, Curriculum and Assessment: Research, Practice and Management*, at The Chinese University of Hong Kong. See www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm, or contact Charlotte Law Wing Yee (wylaw@cuhk.edu.hk), ILEC'99; Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.harenet.ne.jp or call 0857-87-0858. The notice should be received before the 15th of the month, two months before publication, and contain the following information: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. (Please note that all JIC contact data in the April Directory Supplement are out of date.)

Hyogo-ken—The Language Center at Kwansei Gakuin University in Nishinomiya is seeking a full-time contract instructor of English as a foreign language. **Qualifications:** MA in TESOL or applied linguistics. **Duties:** Teach ten 90-minute classes per week in an intensive English program for selected university students. **Salary & Benefits:** 5,200,000 yen per year; research allowance; subsidized furnished housing; two-year contract renewable for two more years. **Application Materials:** Resume; two letters of recommendation; one copy of diploma(s); written statement of applicant's views on teaching and career objectives (one to two pages); a five- to ten-minute videotaped segment of your class. **Deadline:** January 10, 2000. **Contact:** Acting Director; Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya 662-8501; t: 0798-54-6131; f: 0798-51-0909; tkanzaki@kwansei.ac.jp; www.kwansei.ac.jp/LanguageCenter/IEP.

Iwate-ken—Mizusawa School of English in Mizusawa is seeking a full-time English teacher. **Qualifications:** At least two years experience teaching English is Japan and able to speak Japanese. Duties: Teach English conversation to all ages; testing; student report cards; general upkeep of school. Salary & Benefits: 270,000 yen/month. Contact: Lois Mine; Mizusawa School of English, 1-2-3 Tainichidori, Mizusawa-shi, Iwate 023-0827; t/f: 0197-25-8860.

Kyoto—Kyoto Nishi High School is looking for a full-time EFL teacher to begin April 1, 2000. **Qualifications:** Native-speaker competency, with degree/diploma in TEFL, literature, or education. Ability to speak Japanese is preferred. Position requires a minimum two-year commitment. **Duties:** Teach at least 13 classes per five-day week in an integrated content-based program including reading, writing, listening, and speaking in the international course; speaking/listening in other courses; other responsibilities include team curriculum planning, committee work, overseas chaperoning, homeroom responsibilities from second year, other school activities. **Salary & Benefits:** Salary based on experience (270,000-300,000 per month); bonus of three months gross salary the first year, increasing by one month each year to a six-month maximum; transportation; housing allowance based on marital status; visa sponsorship. **Application Materials:** Resume, three references, two letters of recommendation, and statement of purpose. **Deadline:** Ongoing. **Contact:** Lori Zenuk-Nishide; Kyoto Nishi High School, course of International and Cultural Studies, 37 Naemachi Yamanouchi, Ukyo-ku, Kyoto 615-0074; t: 075-321-0712; f: 075-322-7733; l_nishid@kufs.ac.jp.

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Osaka-fu—Otemon Gakuin University in Ibaraki-shi is seeking three teachers to teach an intensive English seminar from February 21-March 3, 2000. **Qualifications:** Native English-speaker competency, teaching experience, working visa, and university degree. **Duties:** Teach 30 hours/week, plus lesson preparation. Class size will be limited to ten students, but some classes may be combined for team-teaching. **Salary & Benefits:** 400,000 yen plus travel expenses. **Application Materials:** Resume and cover letter; essay outlining ideas for teaching an intensive English seminar. **Contact:** Linda Viswat; Otemon Gakuin University, International Business Management Faculty, 2-1-16 Nishiai, Ibaraki-shi, Osaka 567; f. 0726-48-5427; viswat@res.otemon.ac.jp.

Tokyo-to—International Training Institute, NHK Joho Network, Inc. (an affiliate of NHK) in Shibuya is seeking part-time English teachers to begin in April, 2000. **Qualifications:** MA in TEFL/TESL, international relations, business, or related field; three years English-teaching experience at an advanced level. **Duties:** Teach advanced English classes through a content-based approach using news programs and articles, business texts, etc. **Salary & Benefits:** Based on qualifications and experience. **Application Materials:** Cover letter highlighting qualifications, experience, and preferred teaching methods; detailed CV with photo; copy of diploma; names and contact information of two references. **Deadline:** December 10, 1999. **Contact:** Hiroshi Meguro; International Training Institute, NHK Joho Network, Inc., 9-23 Kamiyama-cho, Shibuya-ku, Tokyo 150-0047. After screening, strong candidates will be contacted for mid-December interviews.

Wakayama-ken—English Village International K.K. in Tanabe is looking for a full- or part-time English teacher to begin immediately. **Qualifications:** Teaching experience preferable but not necessary. Duties: Teach mostly children at a growing school. **Salary & Benefits:** Visa sponsorship possible. **Application Materials and Contact:** Fax cover letter and resume to English Village International at 0739-26-0710, attention Kathy Sekioka.

Cowie & Ogane, cont'd from p. 34.

McNiff, J. (1988, reprinted 1997). *Action research: Principle and practice.* London: Routledge. pp. 164.

McNiff, J. (1993). *Teaching as learning: An action research approach.* London: Routledge. pp. 125.

Collins, U., & McNiff, J. (1999). *Rethinking pastoral care.* London: Routledge. pp. 217.

Jean McNiff has written extensively on AR, and the two earlier books are superb guides to practical AR issues which are well worth getting. In the co-edited book with Una Collins there is a remarkable collection of teachers' stories from schools in Ireland. These are inspiring reports of how teachers cope with issues beyond classroom methodology or techniques. Aidan O'Reilly's chapter, "Sir! Sir!," is a heartbreakingly honest account of his efforts to work with adolescents who were described as awful and unmanageable. A must read and take your tissues with you.

McTaggert, R. (Ed.). (1997). *Participatory action research: International contexts and consequences.* New York: SUNY. pp. 282.

This is a very good collection of international articles giving a mainly historical perspective on AR. There are several examples of educational projects, including Grundy's survey of Australian work, particularly that done by Kemmis and Carr at Deakin University, and one on the Ford Teaching project in the UK by John Elliot's partner Adelman. The most inspirational chapter is by Batliwala and Patel (mentioned by Graham Crookes in the feature article interview) describing their work collaborating with thousands of street dwellers in Bombay to conduct a census. It certainly puts Monday morning's lesson in perspective.

Noffke, S. E., & Stevenson, R. B. (Eds.). (1995). *Educational action research: Becoming practically critical.* New York: Teachers College, Columbia University. pp. 228.

The foreword by Cochran-Smith and Lytle and the introductory chapter by Noffke are eloquent essays and must reads. Noffke's fundamental questions are what and how AR can contribute to the development of a more caring and just system of schooling for teachers and students. This book may help readers understand AR from historical, theoretical and critical perspectives and presents 13 case studies in teacher education, in practice, and in teaching support systems.

Wells, G., Bernard, L. Gianotti, M. A., Keating, C., Konjevic, C., Kowal, M., Maher, A., Mayer, C., Moscoe, T., Orzechowska, E., Smieja, A., & Swartz, L. (1994). *Changing schools from within: Creating communities of inquiry.* Toronto: OISE Press. pp. 286.

In an excellent opening chapter, Wells critiques the current field of teacher research in education. He then introduces a collection of nine studies by teacher researchers who were students in an AR course he taught as part of a graduate studies program in education. The first six studies cover literacy learning in elementary schools, and the last three examine the concerns of teacher educators. The final chapter is an account of Wells' own AR as a university-based teacher educator.

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ)、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、熊本〔準支部〕）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000): 最寄りの支部の会費も含まれています。学生会員（¥5,000): 学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000): 住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500): 勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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